

# EDUCATIONAL RESOURCES INFORMATION CENTER

April 1977

Volume 12 Number 4



# resources

in

# education

ED 131 181-132 238

## **RESOURCES IN EDUCATION**

A monthly abstract journal announcing recent report literature related to the field of education.

U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE/National Institute of Education

**Organization of Journal.** RESOURCES IN EDUCATION is made up of résumés and indexes. The résumés highlight the significance of each document and are numbered sequentially in the Document Section by ED numbers. The ED prefix identifies Educational Resources Information Center (ERIC) selected documents of educational significance.

The indexes which follow the résumés in each edition cite the contents by:

Subject  
Author  
Institution

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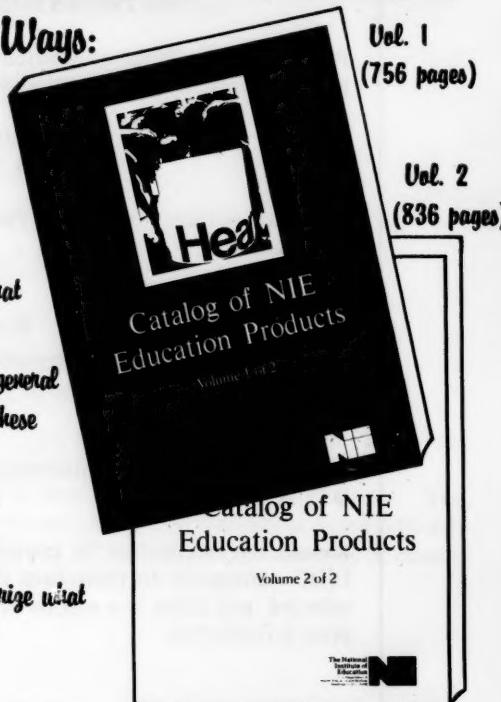
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# Resources in Education

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## **Introduction**

**Resources in Education** is prepared monthly by the Educational Resources Information Center (ERIC) to make possible the early identification and acquisition of reports of interest to the educational community. ERIC is a nationwide information network for acquiring, selecting, abstracting, indexing, storing, retrieving, and disseminating the most significant and timely education-related reports. It consists of a coordinating staff in Washington, D.C. and 16 clearinghouses located at universities or with professional organizations across the country. These clearinghouses, each responsible for a particular educational area, are an integral part of the ERIC system. The clearinghouses are listed on the inside back cover.

All the documents cited in the Document Résumé Section of the journal, except as noted, are available from the ERIC Document Reproduction Service. Availability and prices of document collections are to be found on the How To Order ERIC Document Reproductions page.

## **DOCUMENT SECTION**

## SAMPLE ENTRY

ERIC Accession Number—identification number sequentially assigned to documents as they are processed.

Author(s). ED 654 321      56      CE 123 456      Legislative Authority Code for identifying the legislation which supported the research activity (when applicable).\*

Title. *Smith, John D., Johnson, Jane  
Career Education for Women*      Clearinghouse accession number.

Organization where document originated. Central Univ., Chicago, Ill.      Sponsoring Agency—agency responsible for initiating, funding, and managing the research project.

Date published. Report No.—CU-2081-S      Pub Date May 73      Contract—NIE-C-73-0001      Note—129p.; Presented at the National Conference on Career Education (3rd, Chicago, Ill., May 15-17, 1973)      Report Number—assigned by originator.

Contract or Grant Number—only NIE or USOE contracts or grants are recorded.

EDRS Price—price through ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy. When listed "not available from EDRS", other sources are cited above.

EDRS PRICE MF-\$0.75 HC-\$6.60 plus postage      Descriptive Note (pagination first).

Alternate source for obtaining documents.

Descriptors—\*Career Opportunities, Career Planning, Careers, \*Demand Occupations, \*Employment Opportunities, Females, Labor Force, Labor Market, Manpower Needs, Occupational Aspiration, Occupational Guidance, Occupations, Vocational Counseling, \*Working Women      Descriptors—subject terms which characterize substantive content. Only the major terms, preceded by an asterisk, are printed in the subject index.

Identifiers—Consortium of States, \*National Occupational Competency Testing Institute, Illinois      Identifiers—additional identifying terms not found in the Thesaurus of ERIC Descriptors.

Women's opportunities for employment will be directly related to their level of skill and experience but also to the labor market demands through the remainder of the decade. The number of workers needed for all major occupational categories is expected to increase by about one-fifth between 1970 and 1980, but the growth rate will vary by occupational group. Professional and technical workers are expected to have the highest predicted rate (39 percent), followed by service workers (35 percent), clerical workers (26 percent), sales workers (24 percent), craftsmen and foremen (20 percent), managers and administrators (15 percent), and operatives (11 percent). This publication contains a brief discussion and employment information concerning occupations for professional and technical workers, managers and administrators, skilled trades, sales workers, clerical workers, and service workers. In order for women to take advantage of increased labor market demands, employer attitudes toward working women need to change and women must: (1) receive better career planning and counseling, (2) change their career aspirations, and (3) fully utilize the sources of legal protection and assistance which are available to them. (SB)      Informative Abstract.

Abstractor's initials.

**\*The key to these codes is as follows:**

<b>Code</b>	<b>Description</b>	<b>Code</b>	<b>Description</b>
08	Adult and Vocational Education, Public Law 88-210	52	Library Research and Development, Public Law 89-320, Title II, Part B
16	Captioned Films for the Deaf, Public Law 85-905	56	New Educational Media, Public Law 85-864, Title VII, Part A
24	Cooperative Research, Public Law 89-10, Title IV	64	New Education Media, Public Law 85-864, Title VII, Part B
32	Disadvantaged Students Program, Public Law 89-10, Title I	72	Research in Foreign Countries, Public Law 83-480
40	Handicapped Children and Youth, Public Law 88-164	80	State Educational Agencies Experimental Activities, Public Law 89-10, Title V, Section 505
48	Language Development, Public Law 85-864, Title VI	88	Supplementary Centers and Services, Public Law 88-10, Title III
		95	Other Office of Education Programs

## Document Résumés

**The résumés in this section are arranged in numerical order by ED number, and alphabetically by clearinghouse prefix initials and acquisition number.**

Each clearinghouse focuses on a specific field of education. However, the reader who is interested in a broad subject such as Reading may find pertinent résumés in allied clearinghouse entries. It is therefore important to consult the subject index for a more comprehensive search.

Clearinghouses and their prefixes follow in the order they and their entries appear in this section:

	Page		Page
CE—Career Education .....	5-31	PS—Early Childhood Education .....	104-110
CG—Counseling and Personnel Services .....	31-38	RC—Rural Education and Small Schools .....	110-117
CS—Reading and Communication Skills .....	38-52	SE—Science, Mathematics, and Environmental Education .....	117-124
EA—Educational Management .....	52-63	SO—Social Studies/Social Science Education .....	124-135
EC—Handicapped and Gifted Children .....	63-71	SP—Teacher Education .....	135-142
FL—Languages and Linguistics .....	71-80	TM—Tests, Measurement, and Evaluation .....	142-150
HE—Higher Education .....	80-93	UD—Urban Education .....	150-154
IR—Information Resources .....	93-98		
JC—Junior Colleges .....	98-104		

### CE

**ED 131 181** 95 CE 007 055

*Niemi, John A., Ed. And Others*

**Research and Investigation in Adult Education: 1976 Annual Register.**

Adult Education Association of U.S.A., Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—347p.

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—\*Adult Education, \*Annotated Bibliographies, \*Continuous Learning, Research, \*Resource Guides, Vocational Education

This annotated bibliography includes 787 items of research or investigation in adult education, mostly dated from 1973-75. They cover information sources; philosophy, policies, general objectives; legislation; finance costs; studies and planning-state, regional, and national; history; adult education as a field of study; adult education research; dissemination; adult learning characteristics; high school equivalency tests and certificate; program planning and administration; learning environments; instructional methods; mass media; communications-instructional devices; personnel and staffing; evaluation; education of special groups; program areas: curriculum; continuing education in the professions; technical education; management, supervision; labor education; career education; occupational education-industrial training; liberal education; health, mental health; home, management, consumer education; family, parent education; arts, crafts, recreation-conservation education-outdoor education; cross cultural training; lifelong learning, recurrent education, education permanente; institutional sponsors; and international perspective. Author and subject indexes are included, along with information for ordering original documents or full text reproductions. (Author/WL)

**ED 131 182** 95 CE 007 056

*Niemi, John A., Comp. Jessen, Daniel C., Comp.*

**Directory of Resources in Adult Education 1976.**

Adult Education Association of U.S.A., Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—171p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Adult Education, Directories, \*Information Services, \*Information Systems, Organizations (Groups), Resource Guides, Resource Materials

The following information is contained in this directory: Section 1 lists various national organizations with adult education concerns. For each listing, the presiding officer, address, telephone number, and a brief description of the organization's purpose and services are given. Section 2 lists adult education periodicals and includes several international and specialized publications. The title, editor's name, frequency of publication, statement of purpose or scope, source of availability, subscription rates, and price are given for each listing. Section 3 briefly describes the type and scope of abstracting and information systems. The Educational Resource Information Center (ERIC) receives primary attention because of its direct relevance to adult education. Section 4 lists names, addresses, and services of information search services. Special purpose agencies to serve adult educators and others are listed in Section 5. Section 6 contains a listing (by state) of schools offering graduate programs in adult education. Section 7 reports central bibliographic sources in adult education which would give adult educators valuable leads to the literature in their field. (WL)

**ED 131 183** CE 007 193

*Canson, James E. Sparks, Peggy F.*

**Helpful Hints in Teaching Adult Basic Education for the Mid-Alabama Adult and Vocational Education Demonstration and Training Center.**

Tuskegee Inst., Ala. Human Resources Development Center.

Pub Date [74]

Note—77p.; For a related document see CE 008 436

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Adult Basic Education, Adult Counseling, \*Classroom Techniques, Daily Living Skills, Teaching Guides, Teaching Methods, \*Teaching Techniques

Identifiers—Alabama

Designed for use with "A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center," this booklet contains material intended for graduate students and administrators who are engaged in the preparation, teaching, and/or who are conducting research in Adult Basic Education. The document is divided into three sections. Section 1 topics are Methods of Teaching Adults, That First Crucial Class Meeting, The Teacher-Student Conference, and Testing in Adult Basic Education. Section 2 presents helpful hints for specific parts of the cur-

riculum: Reading Level I, Language Arts Skills Level I, Arithmetic Level I, Reading Level II, Language Arts Skills Level II, Mathematics Level II, Reading Level III, Language Arts Skills Level III, and Mathematics for the Adult Level III. Section 3 suggestions are keyed to curriculum units for all three levels on these topics: Social Living, Science and Life, Employment, The Needs of Everyday Living, and Tips for the Consumer. A subject index is included. (WL)

**ED 131 184** 95 CE 007 199

*Grabowski, Stanley M.*

**Training Teachers of Adults: Models and Innovative Programs. Occasional Papers. Number 46.**

National Association for Public Continuing and Adult Education, Washington, D.C.; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education; Syracuse Univ., N.Y. Publications Program in Continuing Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Note—78p.

Available from—Publications in Continuing Education, Syracuse University, 224 Huntington Hall, Syracuse, New York 13210 (\$3.50).

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Adult Education, \*Adult Educators, Educational Programs, Inservice Programs, Instructional Innovation, Literature Reviews, Needs Assessment, \*Professional Training, Program Design, Program Planning, \*Teacher Education, Teacher Qualifications, \*Teaching Models

This paper reviews and analyzes the literature dealing with training teachers of adults. Existing exemplary training programs and practices are identified and described, enabling practitioners to choose alternative models and programs for practice. Contents include: Need for the study; search of literature, needs of teachers; identified desirable teacher competencies; kinds of teacher training programs described in the literature; description of models in the literature; models for planning and developing in-service programs for training teachers of adults; and examples of programs and practices in the field. Appendix A presents, in a 15-page chart, a priority order of statements describing adult basic education teacher competency; Appendix B describes the methodology of the report. (Author/WL)

**ED 131 185** CE 007 461

*Redkey, Henry*

**A Way of Looking at Sheltered Workshops for the 1970's. Interface Number 3.**

## Document Resumes

Wisconsin Univ. - Stout, Menomonie. Dept. of Rehabilitation and Manpower Services. Research and Training Center.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date Dec 75

Note—33p.; Part of page 10 and page 13 will not reproduce well due to faint, broken type

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrator Responsibility, Cooperative Programs, Design Needs, Employer Employee Relationship, \*Employment Practices, \*Employment Programs, Foreign Countries, Government Role, Handicapped, Manpower Utilization, \*Mentally Handicapped, Physically Handicapped, \*Program Design, Program Development, \*Rehabilitation Programs, \*Sheltered Workshops, Training Allowances, \*Vocational Rehabilitation, Vocational Training Centers, Work Environment Identifiers—Denmark, Netherlands, Poland, Sweden, United States, West Germany

Sheltered work programs for the handicapped in five European countries (Denmark, Sweden, Poland, West Germany, and The Netherlands) are described in this paper. Basic features of the programs in each country are discussed, including population, financing, and aspects of the programs that can be applied in helping America improve employment programs in workshops. Key points raised are these: (1) The role, functions, and responsibilities of the workshop as an employer of the disabled are different from those of the workshop as a provider of services to the disabled, and (2) once sheltered workshops assume the role of employers of the disabled, they assume a number of responsibilities for the workers they employ, which are the same as those of employers in the competitive labor market and include such things as payment of adequate wages, provision of adequate machinery and technology for performing work, meeting occupational safety and health standards, providing for worker satisfaction and morale, and providing workers with a voice in management. A comment on the paper (by Dennis J. Dunn) is appended which includes a discussion of employment and rehabilitation services in Poland. (TA)

**ED 131 186 CE 007 502**  
**Recruitment, Job Search, and the United States Employment Service. Volume I: Findings and Conclusions.**

Camil Associates, Inc., Philadelphia, Pa.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Pub Date 31 Dec 75

Contract—20-42-74-34

Note—210p.; For a related document, see CE 007 503

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Economic Research, Employer Attitudes, \*Employer Attitudes, Employers, Employment, Employment Opportunities, \*Employment Programs, \*Employment Services, Employment Statistics, Job Applicants, \*Job Placement, Job Search Methods, \*Labor Market, National Surveys, Personnel Selection, Program Evaluation, Recruitment, Referral, Unemployment, Urban Areas

Identifiers—\*Employment Service, \*United States United States Employment Service (ES) characteristics related to recruitment and job search activities in 20 middle-sized American cities from July through December 1974 are described in this report based on interviews with approximately 600 employers and 2,000 job seekers. Part I covers employer recruitment and job search, focusing on the role of the ES. Part 2 covers the experiences, attitudes, and perceptions about the ES of user and non-user employers. A brief glossary of terms and expressions used in the report is included, as well as a 37-page precis of all principal findings. Findings presented include these: That the ES places high among formal methods used by job seekers; that it generally satisfies the needs of those who use it; and that among non-users, the reasons have more to do with the ease with which they find workers or jobs than with negative opinions. It is suggested that with an improved method to match those job seekers and employers who traditionally use the ES, a significant improvement in ES placements could be obtained without a corresponding in-

crease in listings or applicants. Some tables are included in the text; the majority, along with the study design and methods, are in Volume 2, (the appendixes of this report). (TA)

**ED 131 187 CE 007 503**  
**Recruitment, Job Search, and the United States Employment Service. Volume II: Tables and Methods.**

Camil Associates, Inc., Philadelphia, Pa.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C. Office of Manpower Research and Development.

Pub Date 31 Dec 75

Contract—20-42-74-34

Note—342p.; For a related document, see CE 007 502

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—Data Analysis, Economic Research, Employer Attitudes, \*Employment Services, \*Employment Statistics, Information Sources, Job Placement, National Surveys, Program Evaluation, Research Methodology, Statistical Analysis, \*Statistical Data

Identifiers—Employment Service, United States

This volume contains the appendices to Volume I of the report on recruitment, job search, and the United States Employment Service in 20 middle-sized American cities. Appendix A contains 165 pages of tables. Appendix B (63 pages) contains details of sample design, data analysis, and estimate precision under the categories of: Overview of the study design, sources for the city characteristics, selection of the cities, employer sample, the employee/job-seeker sample, summary of the sample design, the data collection instruments, conduct of the interviews, results from the interview-interview response, reliability of sample projections, and binary regression. (TA)

**ED 131 188 CE 007 518**  
*Moore, Gary E. Bender, Ralph E.*

**Teaching Effectiveness of Two Groups of Beginning Teachers of Vocational Agriculture. Summary of Research Series.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.

Pub Date 76

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Achievement, Agricultural Education, \*Beginning Teachers, Comparative Analysis, Educational Research, \*Effective Teaching, Performance Criteria, Student Evaluation of Teacher Performance, Teacher Behavior, Teacher Certification, \*Teacher Characteristics, \*Teacher Evaluation, \*Teaching Experience, \*Vocational Agriculture Teachers, Vocational Education, Vocational Education Teachers

This study sought to determine if there was a difference in teaching effectiveness of entry-level 1-year vocationally certified teachers of vocational agriculture and entry-level 4-year provisionally certified teachers of vocational agriculture. Correlations were computed using performance on the teaching test, teacher education ratings, students' evaluation, and Observational System for Instructional Analysis (OSIA) ratios. All of the data were classified as interval data except for the teaching performance test data, which were classified as nominal according to whether or not there was a significant difference between the pretest and posttest scores. Four conclusions resulted: (1) Generally the entry-level 4-year provisionally certified teachers are more effective teachers than the 1-year vocationally certified teachers, (2) indirective teachers are more effective than directive teachers, (3) 4-year provisionally certified teachers are more indirective than 1-year vocationally certified teachers, and (4) students recognize the technical agriculture expertise of the 1-year vocationally certified teachers. The major implication is that due to the great variance in teaching ability of the 1-year vocationally certified teachers it appears that better methods of screening prospective teachers should be developed. Examples of the lesson plan and the teaching performance test are appended. (TA)

**ED 131 189 CE 007 534**  
**Less-Than-Baccalaureate Level Technical Education Program in Four-Year Public Colleges and Universities.**

Eastern Kentucky Univ., Richmond.

Spons Agency—American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Washington, D.C.

Pub Date 22 Jan 76

Note—42p.

Available from—American Association of State Colleges and Universities, One Dupont Circle, Suite 700, Washington, D.C. 20036; or the National Association of State Universities and Land-Grant Colleges, One Dupont Circle, Suite 710, Washington, D.C. 20036

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Associate Degrees, College Programs, Educational Trends, National Surveys, Post Secondary Education, \*Program Development, \*State Colleges, Student Enrollment, Tables (Data), \*Technical Education, \*Universities

Identifiers—United States

Four-year state colleges and universities belonging to the American Association of State Colleges and Universities (AASCU) and the National Association of State Universities and Land Grant Colleges (NASULGC) participated in a national survey used to gather information concerning the involvement of such institutions in less-than-baccalaureate level technical education. Data for the study were collected from the presidents of each of 429 institutions through the use of information forms pertaining to both off-campus and on-campus programs. Analysis of the data indicated that (1) member institutions of AASCU and NASULGC are involved to a considerable extent in less-than-baccalaureate technical programs, and their involvement increased sharply during the period 1967-71 and again by 1975, (2) the less-than-baccalaureate programs offered in the participating institutions were mainly 2-year programs as are those programs currently in the planning stage, and (3) the most significant trend in the development of less-than-baccalaureate level technical programs continues to be the very sharp increase in both the number of programs offered and the student enrollment in these programs. Fourteen supplementary tables are included. (TA)

**ED 131 190 CE 007 551**  
**A Project to Determine Teaching Content. Final Report.**

Middle Tennessee State Univ., Murfreesboro.

Spons Agency—Tennessee State Dept. of Education, Nashville. Div. of Vocational-Technical Education.

Report No.—VT-103-377

Pub Date [76]

Note—139p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Administrative Personnel, \*Administrator Attitudes, Administrator Education, Conferences, Surveys, \*Task Analysis, \*Vocational Directors, Vocational Education

The purposes of this study were to identify specific tasks performed and information needed by vocational education administrative personnel in Tennessee, and to explore innovative approaches for utilizing this information in staff development activities. Each of the three administrator groups participated in a conference to identify tasks performed and information needed for vocational administrators. The resultant list was mailed to all members of each appropriate group in Tennessee who were to rate the items in terms of importance and frequency of performance. The report describes the procedures utilized in developing the lists, presents the lists and related information identified for each of the three administrative groups, and summarizes the reactions of vocational administrators throughout Tennessee with regard to the importance and frequency of performance of each task or item of information. The report also describes the conference conducted to develop methods for training new vocational administrators and existing personnel, utilizing the newly acquired information from the previous conference and survey. One-half of the report consists of appendixes containing lists of conference participants, conference and survey related materials, sample survey forms, and conference evaluation forms. (NJ)

**ED 131 191 CE 007 552**

**Minimum Levels of Technical Competency Standards of Business and Office Education Programs in Nebraska. Final Report. June 1, 1973-May 31, 1974.**

Kearney State Coll., Nebr.

Spons Agency—Nebraska Occupational Needs Research Coordinating Unit, Lincoln; Nebraska State Dept. of Education, Lincoln. Div. of Vocational Education.

Pub Date [74]

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Accounting, Business Administration, \*Business Education, \*Business Skills, Business Subjects, Communication Skills, \*Job Skills, \*Occupational Information, \*Office Occupations Education, Resource Materials, Secondary Education, Teaching Guides, Typewriting

Identifiers—Nebraska

Aims and objectives of business and office education are discussed in preface to six guides intended to assist business teachers in planning learning activities and developing strategies to prepare students for entry level positions. These guides are presented for the following areas: (1) Accounting and computing, (2) filing, office machines, and general office clerical, (3) information communication, (4) stenographic, secretarial, and related, (5) supervisory and administrative management, and (6) typing and related. The guides can be used independently as a self-contained document, or in conjunction with other school objectives or class programs; however they do not include teaching method materials or evaluation. Each guide contains a U.S. Office of Education classification number, a description of work activities, general worker requirements, and competencies identified as necessary for the particular area. Bibliographies, citing references relevant to business and office education curriculum development, are appended. (TA)

**ED 131 192**

CE 007 605

Moore, Brian E.

**Occupational Analysis for Human Resource Development: A Review of Utility of the Task Inventory.** Research Report No. 25.

Office of Civilian Manpower Management (Navy), Washington, D.C.; Texas Univ., Austin.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No.—OCMMR-RR-25

Bureau No.—WR-6-0147

Pub Date Apr 76

Contract—N-00014-75-00616

Note—85p.; Exhibit I (Genealogy of Work Design) on page 3 may not reproduce well due to small type

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Career Ladders, Cluster Grouping, Computer Oriented Programs, \*Evaluation, Information Processing, Information Systems, \*Job Analysis, Job Development, Manpower Development, \*Manpower Utilization, \*Occupational Information, State of the Art Reviews, \*Task Analysis

Identifiers—CODAP, Comprehensive Occupational Data Analysis Programs, Models for Organization Design and Staffing, MODS, \*Task Inventories

A review of the issues concerning the field of occupational analysis was undertaken in order to indicate the comparative strengths and weaknesses of the task inventory (TI). Specifically, the significance of the TI was assessed for reliability and validity, job analysis and evaluation, occupational restructuring and career ladder development, and manpower planning. Particular attention is placed on the Comprehensive Occupational Data Analysis Programs (CODAP) originally developed by the Air Force as it is applied in the Navy civilian Models for Organization Design and Staffing (MODS) system. The TI/CODAP was found to produce accurate, reliable, and comprehensive job data. Personnel assignment modeling was discussed as a special adaptation of the TI. The creation of a comprehensive and exhaustive person/position data file was combined with low cost, accuracy of assignment, and computerized speed. In sum, the relevance, utility, and comprehensiveness of the TI/CODAP seems to offer a significant step forward over other forms of occupational analysis. (TA)

**ED 131 193**

CE 007 612

Browning, Harley L., Singelmann, Joachim

**The Emergence of a Service Society: Demographic and Sociological Aspects of the Sectoral Transformation of the Labor Force in the U.S.A.**

Texas Univ., Austin. Population Research Center. Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Report No.—DLMA-21-48-73-45-1

Pub Date 30 Jun 75

Contract—DL-21-48-73-45

Note—342p.

Available from—National Technical Information Service, Springfield, Va. 22151

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—Classification, \*Employment, \*Employment Patterns, Employment Statistics, \*Employment Trends, Equal Opportunities (Jobs), Females, Human Resources, Industrial Personnel, \*Industrial Structure, Job Satisfaction, \*Labor Conditions, Labor Demands, Labor Economics, Labor Market, Males, Manpower Utilization, Minority Groups, Occupational Mobility, \*Organizational Change, Population Trends, Social Indicators, Statistical Analysis

Sectoral transformation (inter-industry shifts), which is generally analyzed by use of the Fisher-Clark tri-partite division, is examined in this study dealing mainly with the 1960-1970 decade and based on the 1/100 sample of the 1960 and 1970 censuses. (The Fisher-Clark tri-partite division of labor involves a primary sector—agriculture, mining, fishing, forestry; secondary sector—manufacturing, construction, and utilities; and tertiary sector—transportation, commerce, and services.) A new six-sector industry classification scheme is presented to increase the meaningfulness of the tertiary sector, which previously has been a residual category. The six sectors are extractive, transformative, distributive services, producer services, social services, and personal services. Attention is centered on these issues: (1) Identifying the industry structure and tracing its transformation, (2) who is employed in what sectors and industries, and (3) important consequences of sectoral transformation. The first issue is addressed in the chapters on long-term trends (1870-1970) of the sectoral transformation (II), work scheduling and stability of employment (III), age structure and industry change (IV) and the interrelation of industry and occupation (V). The second issue takes up the industry position of females (VI), and the position of Blacks and Mexican Americans in comparison with Anglos in industry and occupational structure (VII). The third issue is covered in the discussion of earnings inequality and the relative merits of the sector model and the human capital model (VIII). The final chapter (IX) addresses a number of sociological implications of the movement to the service economy. Some policy implications of this research are included. (NTIS/TA)

**ED 131 194** CE 007 644  
Hinrichs, Roy S., Comp. Stone, Gary A., Comp.

**Sources of Information—Vocational Programs for the Handicapped.**

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—82p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Educational Research, \*Handicapped, Handicapped Students, Instructional Materials, Literature Reviews, \*Mentally Handicapped, \*Physically Handicapped, Research Reviews (Publications), Resource Materials, State of the Art Reviews, State Programs, \*Vocational Education

Literature cited in this bibliography is the result of a search of the AIM/ARM (Abstracts of Instructional Materials/Abstracts of Research Materials) data base, which yielded over 100 citations reporting state-of-the-art views of vocational training for the mentally and/or physically handicapped. Literature dated before 1970 is omitted. Each entry includes a classification number (VT number), date, title, institutional source, number of pages, availability, indexing terms, and an abstract. Information on how to order original documents or full text reproductions is appended. (TA)

**ED 131 195** 08 CE 007 653

Maher, Sheila M.

**SAVE\* Your Schools \*(Strategies to Achieve Vocational Equality).**

Human Resources Management, Inc., Washington, D.C.

Spons Agency—National Advisory Council on Vocational Education, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 15 Apr 76

Contract—300-76-0061

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Bias, \*Career Education, Directories, Instructional Materials, Material Development, Nondiscriminatory Education, \*Research Projects, \*Sex Discrimination, \*Sex Stereotypes, Social Attitudes, \*Vocational Education

In a project to review and analyze successful strategies to eliminate sex bias in vocational education, five basic approaches were derived from an analysis of the goals and objectives of relevant projects: (1) Increasing career awareness, (2) recruitment to non-traditional training, (3) conferences to increase commitment, concern, and activities, (4) materials development, and (5) materials review and revision. This report lists four to six projects under each category (with project directors, addresses, and phone numbers) and provides a brief summary of strategies for each type of project. (HD)

**ED 131 196** CE 007 677

Roberts, Janet

**Harrap's Handbook for Literacy Tutors.**

Pub Date 76

Note—48p.

Available from—George G. Harrap and Co., Ltd., 182-184 High Holborn, London WC1V 7AX, England (75 pence)

**Document Not Available from EDRS.**

Descriptors—\*Adult Education, Adult Learning, Curriculum Guides, \*Functional Illiteracy, \*Illiterate Adults, Individualized Reading, Phonics, Reading Achievement, Reading Comprehension, Reading Development, \*Reading Instruction, Reading Skills, Resource Guides, Skill Development, Teaching Methods, \*Teaching Skills, \*Tutoring

Identifiers—England

This handbook is a practical aid intended to help the tutor of adult illiterates assess the student's needs, evaluate his progress, and plan a program which will assist him in reaching the level of functional literacy (i.e., the ability to develop reading skills and vocabulary, using reference books, without outside help). Evaluation and lesson planning are emphasized. The four sections cover (1) planning and preparatory work before meeting the student; (2) activities and skills to prepare for the early stages of reading, and a form of the language experience method; (3) the planning, teaching, and evaluation of the phonic element; and (4) suggestions for interest materials and bibliographies for both student and teacher use. Checklists and cross references related to subjects covered in the handbook are included. (TA)

**ED 131 197** 95 CE 007 701

Smith, Robert M., Ed.

**Adult Learning: Issues and Innovations. Information Series No. 8.**

Illinois State Office of Education, Springfield. Adult and Continuing Education Section; Northern Illinois Univ., DeKalb, Dept. of Secondary and Adult Education; Northern Illinois Univ., De Kalb. ERIC Clearinghouse in Career Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Note—132p.

Available from—NIU Information Program, 204 Gabel Hall, Northern Illinois University, DeKalb, Illinois 60115 (No charge)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Adult Education, \*Adult Learning, Educational Innovation, Educational Research, Instructional Technology, Older Adults, \*Professional Continuing Education, \*Self Actualization, Speeches

Seminar presentations of six leaders in the field of adult education are contained in this monograph: (1) "Adult Learning in the 1970's" by J. R. Kidd, (2) "Innovation in Organizing Learning

## Document Resumes

**for Adults--The New Technology** by Burton W. Kreitlow, (3) "The Nature of Continuing Professional Education" by Cyril O. Houle, (4) "Self-Planned Learning and Major Personal Change" by Allen Tough, (5) "Helping Adults to Learn" by Alan B. Knox, and (6) "What Research Says about Adult Learning Potential and about Teaching Older Adults" by Howard McClusky. A reference list is included for each paper. (WL)

**ED 131 198** CE 007 706

*Joure, Sylvia A. And Others*

**Dogmatism As a Predictor of Effective Supervisory Skills.**

Pub Date Mar 75

Note—7p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (21st, Atlanta, Ga., March, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Authoritarianism, \*Dogmatism, Individual Characteristics, \*Industrial Personnel, \*Interpersonal Competence, Personality Assessment, Personality Development, Personality Studies, Personality Tests, Personality Theories, Personnel Evaluation, \*Self Concept, \*Supervisors, Supervisory Activities, \*Work Attitudes

Forty-seven male chemical industry foremen in the New Orleans, Louisiana area were given a battery of tests to determine the effects of dogmatism on supervisor-subordinate relationships. The battery of tests administered included form E of the Rokeach's dogmatism scale, the Cattell Sixteen Personality Factor Questionnaire, and six other tests which measure skill competencies. Validity coefficients between these predictors and objective and subjective criteria of success were computed and the "good" and "poor" foremen were compared using Cattell's profile analysis technique. Major findings, using Rokeach's dogmatism scale, significantly differentiated "good" and "poor" foremen as defined by the objective criterion of union grievances. The "good" foremen had a lower frequency of first-step grievances initiated by their subordinates than did the "poor" foremen. This differentiation was supported by Cattell's 16 PF (personality factor) ratings, in which the "good" (low dogmatic) foremen were shown to be significantly more tough-minded, more self-confident, and more trusting than their less effective counterparts. These findings suggest that Rokeach's dogmatism scale may be used effectively in applied settings. (TA)

**ED 131 199** CE 007 710

*Lee, Jasper S., Comp.*

**A Reference Unit on Understanding the Role of Research and Education in Agriculture, Agriculture and Natural Resources Series. Publication 1016.**

Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College.

Spons Agency—Mississippi State Dept. of Education, Jackson. Div. of Vocational and Technical Education.

Pub Date 74

Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Agricultural Education, \*Agricultural Research Projects, \*Agriculture, Farmers, \*Federal Legislation, Government Role, Instructional Materials, Organizations (Groups), Periodicals, \*Research, Secondary Education, State Legislation, Units of Study (Subject Fields)

On the premise that all persons with agricultural careers will be better able to function if they have at least an elementary knowledge of how agricultural research and education and farmer organizations came into being and what their roles are in modern agriculture, this unit is designed to aid in understanding the nature and importance of agricultural research and education. Each of the following questions is discussed in a short chapter: (1) What has been the role of volunteer agricultural societies? (2) What has been the role of Federal legislation? (3) What has been the role of state legislation? (4) What has been the role of farmer organizations? and (5) What has been the role of private industry? The appendix contains a listing of 92 regional and national agricultural magazines and a list of 16 sources of additional information. (WL)

**ED 131 200** 95 CE 007 727

*Finch, Curtis And Others*

**Implementing Competency-Based Teacher Education: Future Directions for Vocational Teacher Educators.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—137p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Performance Based Teacher Education, Program Administration, \*Program Development, Speeches, \*Teacher Education, Vocational Education, \*Vocational Education Teachers

Identifiers—Virginia

Designed to provide direction for those who contemplate establishing a competency-based program for vocational teachers, this monograph contains major papers developed for the Institute on Competency-Based Teacher Education for Virginia Vocational and Technical Teacher Educators held in Blacksburg, November 23-26, 1975. Also included are two papers developed after the institute was held. Titles and authors are (1) "The Challenge of Competency-Based Teacher Education" by Ruth D. Harris and Curtis R. Finch, (2) "Competency-Based Education: Status and Research" by W. Robert Houston, (3) "Instructional Materials for Competency-Based Teacher Education" by James B. Hamilton and Glenn E. Fardig, (4) "Delivering Teaching/Learning for Competency-Based Education" by Daniel E. Vogler, (5) "Writing Competency-Based Education Modules" by Daniel E. Vogler, (6) "Concerns in the Implementation of Competency-Based Teacher Education" by Martha Lee Blankschhip, and (7) "Toward a Framework for Implementing Competency-Based Teacher Education" by Curtis R. Finch and Ruth D. Harris. (WL)

**ED 131 201** 95 CE 007 736

**Human Resource Development: Technical Education's Challenge. Proceedings of the Annual National Clinic on Technical Education (12th, Spokane, Washington, March 26-28, 1975).**

Washington State Community Coll. District 17, Spokane.

Spons Agency—American Technical Education Association, Inc., Delmar, N.Y.; American Vocational Association, Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—62p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Career Education, Conference Reports, Development, \*Educational Planning, \*Educational Responsibility, Futures (of Society), Health Education, \*Human Resources, \*Manpower Development, Manpower Needs, Speeches, State of the Art Reviews, \*Technical Education, Technology, Workshops

Identifiers—Washington

Speeches and discussions are transcribed in this report, which also includes a listing of the American Technical Education Association (ATEA) committee members, exhibitors, officers, and directory of speakers. Speeches covered "Human Resource Development" by Gene Rutledge; "The Impact of Technical Education on Economic Development—the Mississippi Story" by Ben F. Epps; "Economics of Allied Health Education" by Ralph C. Kuhl; "Manpower Implications of Environmental Protection" by William F. Hagan; "Manpower Needs for Environmental Protection-Water" by Ed Foss; "Manpower Needs for Nuclear Energy" by B.W. Saterlee; and "Technical Education—State of the Art" by Arthur A. Binne. Discussion areas covered educational facilities planning, metric conversion and technical education, CETA—implications for technical education, training minorities in technical education, industry based career education, developing manpower for nuclear technology, faculty development in technical education, growth areas in medical services, the need to identify human resources, technical education in the state of Washington, and marketing technical education. (TA)

**ED 131 202** CE 007 737

*Hardebeck, Richard J. And Others*

**Individualization of Instruction by Vocational and Nonvocational Teachers: Self-Reports Compared with Observations.**

Texas Education Agency, Austin. Div. of Occupational Research and Development; Texas Univ., Austin. Dept. of Educational Administration.

Pub Date 74

Note—143p.; Appendix A (pages 108-122 of the original document), containing two testing instruments for individualization of instruction, is copyrighted and therefore not available. It is not included in the pagination.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Classroom Observation Techniques, Classroom Research, Evaluation, \*Individualized Instruction, Inservice Teaching, Instruction, \*Lesson Observation Criteria, Measurement Techniques, \*Observation, \*Public School Teachers, \*Self Evaluation, Special Education Teachers, Student Teacher Relationship, Tables (Data), \*Teacher Behavior, Teaching Methods, Tutoring, Vocational Education Teachers

Identifiers—Texas

Observations by trained observers using the Descriptive Observation Record of Individualized Instruction were compiled on 335 teachers, who also completed a self-report of the Individualization of Instruction Inventory. Both inventory results were then examined with the purpose of determining the relationship between self-reports of the teachers and reports made by the trained observers, with this relationship having implications for inservice programs. The teachers' group was composed of 200 academic, 86 vocational, and 49 special education teachers from 20 school districts located near Austin, Texas. Major findings showed that (1) teachers' self-reports yielded higher scores than observer recorded scores; (2) discrepancies between scores derived from teachers' self-reports and observer-reported scores increased as the degree of individualization of instruction, reflected from observations, decreased; (3) scores derived from teachers' self-reports varied in a systematic way from observer-reported scores, which permitted the conversion of teacher self-reports into scores that were reasonable predictors of observer reported scores; (4) teachers who were observed to be individualizing instruction more tended to have more realistic perceptions than did teachers who were observed to be individualizing instruction less, and (5) teachers who were from districts which had offered inservice education in individualization of instruction seemed more enthusiastic as evidenced by invitations to view materials and student work. (TA)

**ED 131 203** CE 007 873

*Swanson, Robert S.*

**Industrial Arts: A Focus on Society's Need.**

Pub Date [76]

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Career Education, Curriculum Development, \*Educational Needs, \*Educational Responsibility, \*Industrial Arts, \*Industrial Education, Industrialization, \*Social Environment, Socioeconomic Influences, Speeches, Student Teacher Relationship, Technological Advancement, Vocational Education

Industrial arts must consider its place in an environment which has changed in the past decade. It should be concerned with changes brought about by accelerating technological advances, increasing social problems, and the reappraisal of many personal values. Three important areas of thrust for industrial arts are (1) the study of industry, (2) career education, and (3) technological responsibility. The first thrust recognizes that industrial arts can provide a context in which to understand modern society, since industry is the vehicle through which technology is made available to all and is a dominant contributor to a high material standard of living. Industrial arts can play a part in career education (thrust two) because it can deal with many careers rather directly since the source of industrial arts content is the industrial world. The technological responsibility (thrust three) of industrial arts can be seen as providing the major educational element to focus extensive and intensive attention on

technological/social problems and their solutions. Although industrial arts is a relatively recent addition to the curriculum, it has moved to a point of being capable of making significant contributions essential to survival. (TA)

**ED 131 204** 08 CE 007 876  
*Drewes, D. W. And Others*

**Data Needs in Vocational Education.** "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume II. Project EDNEED. Classification of Information.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0306VZ

Pub Date Mar 76

Grant—OEG-0-74-1654

Note—145p.; For related documents see CE 007 876-880; Repeated copies of blank form "Additions and Comments..." have been removed and are not included in the pagination

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Classification, Community Agencies (Public), \*Data Collection, Educational Needs, Educational Planning, \*Information Needs, Information Processing, Information Seeking, \*Information Storage, Local Government, \*Needs Assessment, Public School Systems, State Departments of Education, \*Vocational Education

Identifiers—Empirical Determination Natl Essential Educ Data, \*Project EDNEED I

The primary data gathering instrument for Project EDNEED (Empirical Determination of Nationally Essential Educational Data) is contained in this second five-volume final report. The instrument consists of a list of questions and associated informational elements grouped into 18 files, and can provide a basis, used as a preliminary source book, for the development of vocational education information needs assessment studies at the state and local levels. File content and structure are addressed to public vocational education, covering only those students, curriculum, staff, property, and expenditures directly associated with public controlled vocational education. The files include the following categories: Vocational curriculum and instructional characteristics; vocational curriculum expenditures by activities, by local assignments, and by object; vocational student characteristics; characteristics of the vocational completer/early leaver; local education agency (LEA) vocational staff member characteristics; LEA vocational property characteristics; local school characteristics; LEA characteristics; characteristics of the LEA vocational service area; vocational education characteristics of the state education agency (SEA); SEA vocational expenditures by activities, by assignment, and by object; SEA vocational staff characteristics; SEA vocational property characteristics; and general characteristics of the state. Key definitions are appended. (TA)

**ED 131 205** 08 CE 007 877  
*Nerden, J. T. And Others*

**Data Needs in Vocational Education.** "The Development of Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume III. Project EDNEED Lexicon.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0306VZ

Pub Date Mar 76

Grant—OEG-0-74-1654

Note—376p.; For related documents see CE 007 876-880

**EDRS Price MF-\$0.83 HC-\$2.75 Plus Postage.**

Descriptors—Coordinate Indexes, \*Definitions, Dictionaries, Educational Needs, Educational Planning, \*Information Needs, \*Information Utilization, Reference Books, \*Vocational Education

Identifiers—Empirical Determination Natl Essential Educ Data, \*Project EDNEED I

Designed for the exclusive purpose of accompanying the Project EDNEED (Empirical Determination of Nationally Essential Educational Data) classification document, this volume comprises the third of a five-volume final report. It provides uniform definitions for vocational educa-

tion terms found in the EDNEED classification document, and aids in understanding information elements used in gathering and interpreting data for planning, organizing, implementing and evaluating vocational education programs. The format follows the 18 file categorical listing found in the classification document. (TA)

**ED 131 206** 08 CE 007 878  
*Porter, G. William And Others*

**Data Needs in Vocational Education.** "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume IV. Issues and Recommendations. Reports of the Project EDNEED Conferences.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0306VZ

Pub Date Mar 76

Grant—OEG-0-74-1654

Note—145p.; Several pages of the Findings and Recommendations section of the national project report will not reproduce well due to faint, broken type. For related documents see CE 007 876-880

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Agency Role, Community Agencies (Public), Conference Reports, Conferences, Data Analysis, Educational Needs, Information Dissemination, \*Information Needs, Information Retrieval, Information Storage, \*Information Systems, Local Government, \*Needs Assessment, State Departments of Education, Systems Analysis, \*Systems Development, \*Vocational Education

Identifiers—Empirical Determination Natl Essential Educ Data, \*Project EDNEED I

Reports of four Project EDNEED (Empirical Determination of Nationally Essential Educational Data) conferences are contained in this fourth volume of a five-volume final report: The national conference, state directors' mini-conference, mini-conference for local employer representatives, and the local administrators' conference. The purposes of the conferences were to (1) review and critique the questions and information elements in the "EDNEED Classification" document, (2) identify issues and problems associated with design, inauguration, and operation of a nationwide system of vocational education information, and (3) provide recommendations as to how the issues and problems identified can be resolved. Conference procedures, findings and recommendations, agendas, discussion guides, and participant lists are included for each conference. (TA)

**ED 131 207** 08 CE 007 879

*Drewes, D. W. And Others*

**Data Needs in Vocational Education.** "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report. Volume V. Data Analysis: Procedures and Results. Project EDNEED I.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0306VZ

Pub Date Mar 76

Grant—OEG-0-74-1654

Note—1,560p.; For related documents see CE 007 876-880

**EDRS Price MF-\$2.83 HC-\$83.73 Plus Postage.**

Descriptors—Classification, \*Data Analysis, Information Processing, \*Information Systems, \*Program Evaluation, Tables (Data), \*Vocational Education

Identifiers—Empirical Determination Natl Essential Educ Data, \*Project EDNEED I

Detailed descriptions of the data analysis procedures used in Project EDNEED (Empirical Determination of Nationally Essential Educational Data) are contained in this volume, the last of a five-volume final report. Results of the application of procedures and a narrative interpretation of the results are included. Priority rankings of 323 questions found in the related "EDNEED Classification" document are arranged in 28 tables. For each of the 28 priority rankings, the following statistics are computed: (1) the mean rank of questions within each file, (2) the minimum rank and the maximum rank for questions within each file, (3) the range of the

ranks within each file, (4) the rank order of the files ranked according to the mean rank of each file, and (5) the Kruskal-Wallis H statistic which is used to test the hypotheses that the files differ according to mean importance of questions. Appendix A provides an example of priority ranking procedures. Appendix B discusses the determination of weightings to be used in priority determination, and Appendix C contains tabular presentation of data questions prioritized by similarity index according to level and use. (TA)

**ED 131 208** 08 CE 007 880

*Porter, G. William*

**Data Needs in Vocational Education.** "The Development of a Minimal Information System to Satisfy the Needs of Selected User Groups." Final Report Volume I. Summary of Procedures and Results. Project EDNEED I.

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V0306VZ

Pub Date Mar 76

Grant—OEG-0-74-1654

Note—159p.; Several pages of the appendix (Source List) and of Table 1 (Questions Ranked by Similarity Index) may not reproduce well due to faint type. For related documents see CE 007 876-880

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Comprehensive Programs, Cost Effectiveness, Data Analysis, Educational Needs, Educational Planning, Information Dissemination, \*Information Needs, Information Networks, Information Processing, \*Information Services, \*Information Systems, National Programs, \*Needs Assessment, Program Development, \*Systems Development, Use Studies, \*Vocational Education

Identifiers—Empirical Determination Natl Essential Educ Data, \*Project EDNEED I

Development of a basic information system for vocational education through Project EDNEED (Empirical Determination of Nationally Essential Educational Data) is summarized in this first volume of a five-volume final report. Objectives of the project were to (1) determine the extent to which selected data questions represent the vocational education informational needs of users at the national, state and local levels, (2) prioritize the data questions according to their degree of relative importance across levels and within levels by use of the categories of planning, operation, evaluation, finance and budgeting, reporting requirements, and public information, and (3) determine similarities in information needs across levels and use categories. Procedures for the four operational phases of the project are summarized along with brief descriptions of the accompanying volumes entitled "Project EDNEED Classification of Information"—Volume II; the EDNEED Lexicon—Volume III; Issues and Recommendations, Reports of Project EDNEED Conferences—Volume IV; and Data Analysis: Procedures and Results—Volume V. (Volumes II and III are products of the project; Volumes IV and V present detailed results of the project.) Interpretation of results are given and implications are discussed. A bibliography and a source list are appended. (TA)

**ED 131 209** 95 CE 007 889

*Porter, G. William, Ed. And Others*

**Philosophy, Program Development and Implementation. Proceedings and Evaluation of the Annual National Conference for State Personnel Development Coordinators (5th, Arlington, Texas, January 26-28, 1976). Career and Vocational Education Professional Development Report No. 19.**

North Carolina State Univ., Raleigh. Center for Occupational Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—002533

Pub Date 76

Grant—OEG-0-70-1978(725)

Note—122p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Administrator Education, Career Education, Conference Reports, Inservice Teacher Education, Manpower Development, Performance Based Teacher Education, \*Program Administration, Program Descriptions, \*Program Development, Speeches, Staff Im-

## Document Resumes

provement, \*State Programs, \*Teacher Education, Teacher Educator Education, \*Vocational Education, Vocational Education Teachers  
Identifiers—Arizona, Georgia, Illinois, Minnesota, Texas

The basic text (or, in some cases, an outline of the text) of the presentations taped at the conference for vocational education personnel coordinators constitute the major portion of this report. Titles are (1) A Philosophy for Personnel Development in Vocational Education, (2) Performance-Based Teacher Education for Vocational Teachers, (3) A Paradigm for State Personnel Development in Vocational Education, (4) Arizona State Personnel Development System (Outline), (5) The Illinois State Professional Development System, (6) Texas Exemplary Regional Project, (7) Region VIII Staff Development Workshop to Improve the Administration of Vocational Education, (8) Minnesota In-service Program for Vocational Teacher Educators, and (9) Georgia State Professional Development System. Small group summaries are also included along with a conference summary, conference evaluation, a copy of the agenda, list of participants (77) with addresses, and the conference evaluation form. (WL)

**ED 131 210** 08 CE 007 892  
**Career Education: Learning with a Purpose. Junior High/Secondary Guide.**

State Fair Community Coll., Sedalia, Mo.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date [76]

Note—271p.; Not available in hard copy due to marginal reproducibility of original document  
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Business Education, Career Awareness, \*Career Education, Curriculum Guides, English Curriculum, \*High School Curriculum, Home Economics Education, Instructional Materials, Junior High Schools, \*Learning Activities, Mass Media, Mathematics Curriculum, Music Education, Resource Materials, Science Units, Secondary Education, Social Studies Units, Student Projects, \*Units of Study (Subject Fields)

Identifiers—\*Career Education Project

Designed to supplement the existing curriculum at the junior high (grades 7-9) and secondary (grades 10-12) levels, this curriculum guide contains curriculum units to be used as models for fusing career education into the following areas: English, mathematics, science, and social studies (junior high); business, communications, French, home economics, mathematics, music, science, and social studies (secondary). Each teacher-developed unit presented under the headings of objectives, procedures, resources and materials, evaluation, and comments on use. A listing of field trip sites and guest speakers for the Sedalia, Missouri area is appended. (TA)

**ED 131 211** 08 CE 007 893  
**Career Education: Learning with a Purpose (Elementary 5-6).**

State Fair Community Coll., Sedalia, Mo.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 74

Note—410p.  
EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.

Descriptors—\*Career Awareness, \*Career Education, Curriculum Guides, Elementary Education, \*Elementary School Curriculum, English Curriculum, Fine Arts, Instructional Materials, Intermediate Grades, \*Learning Activities, Mathematics Curriculum, Occupational Information, Resource Materials, Science Units, Social Studies Units, Student Projects, \*Units of Study (Subject Fields)

Identifiers—Missouri (Sedalia)

Designed to supplement the existing curriculum at the fifth and sixth grade levels, this curriculum guide contains activities for the following subject areas: Social studies, math, fine arts, science, and language arts. Each subject area includes units of study which provide information (in column form) on career related activities, resources, and evaluation/outcome. The career related materials can be developed with suggested activities and materials designed to (1) promote the student's understanding of himself and others, (2) provide occupational information, (3) explore the world of work, (4) and assist the student in finding out

about himself as part of the preparation for decisionmaking. Audiovisual materials, sources of free career information, field trip procedures, and a list of guest speakers and field trip sites (for the Sedalia, Missouri area) are appended. (TA)

**ED 131 212** CE 007 905  
*Hampson, Michael N. McCracken, J. David*  
**Tasks Essential to Successful Performance within Animal Production and Management Occupations in Ohio. Summary of Research Series.**

Ohio State Univ., Columbus. Dept. of Agricultural Education.  
Pub Date 76

Note—57p.  
EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Agricultural Education, \*Agricultural Occupations, \*Animal Caretakers, Animal Science, Educational Research, \*Job Analysis, \*Job Skills, Occupational Information, Occupational Surveys, State Surveys, Tables (Data), \*Task Analysis

Identifiers—Ohio

A study was conducted to identify the skills which are performed and essential for success in seven animal production and management (small animal care) occupations: animal health assistant, laboratory animal assistant, kennel worker, dog groomer, pet shop worker, stable worker, and zoo keeper. Specific objectives were (1) to develop and validate an initial task inventory, (2) to identify the specific tasks performed by workers, and (3) to determine the relative importance of the specific tasks to successful employment. An initial task inventory was constructed and validated. A sample of workers in the seven occupations was selected and data was collected from them and analyzed. The product is a list of 637 tasks, (grouped under 48 duty areas), each with a level of importance rating for each of the seven occupations. The report contains description of the methodology, data tables describing characteristics of the sample of 54 workers, the 37-page task list with importance ratings for each of the seven occupations, and a list of conclusions and recommendations for further research. (HD)

**ED 131 213** CE 007 912  
*Shimberg, Benjamin*  
**Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.**

Educational Testing Service, Princeton, N.J.  
Center for Occupational and Professional Assessment.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.  
Pub Date Jul 76

Grant—DL-21-34-75-12

Note—107p.  
EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—Administrative Policy, \*Administrative Problems, \*Cooperative Planning, \*Credentials, \*Employment Qualifications, \*Government Role, Legislation, Material Development, Occupations, \*Policy Formation, Professional Occupations, State Licensing Boards, State Standards, Tests

This report summarizes, and gives a full report, of a feasibility study involving a discussion of problems and issues related to occupational and professional regulation that took place during four regional conferences attended by nearly 100 officials from 30 states. Participants included state legislators, licensing administrators, attorneys general staff members, governors' aides, and consumer officials. Major problems and concerns emerging from the discussions covered eight broad topics: Proliferation of Licensure, Regulatory Boards, Accountability, Qualifications for Licensure, Testing for Competence, Continued Competence, Enforcement, and Protecting the Consumer. The major recommendation made from the insights gained during the conferences was that regulator improvement in the states would be substantially enhanced by the development of a handbook that would provide state officials with practical organizational and procedural guidance in both legislative and operational matters. A preliminary outline for the proposed handbook is included and illustrates administrative and legislative questions that the handbook might try to answer and problems for which solutions might be sought. A list of conference participants and sample worksheets used during the conference are appended. (HD)

**ED 131 214** CE 008 131  
**Search and Rescue. Auxiliary Operational Specialty Course. Student Text.**

Coast Guard, Washington, D.C.

Report No—CG-AUX-497-1(74)

Pub Date [74]

Note—79p.; Not available in hard copy due to marginal reproducibility of the original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Administration, Armed Forces, Civil Defense, \*Emergency Programs, Instructional Materials, \*Master Plans, National Programs, \*Rescue, Study Guides, Textbooks, Volunteers

Identifiers—Coast Guard, United States

This text, based on the National Search and Rescue (SAR) Plan, was prepared to provide a course of study on common procedures for SAR operations so that any basically qualified person in the U.S. Coast Guard Auxiliary can effectively accomplish a SAR mission and act as on-scene commander if required. There are 13 chapters: Introduction to Search and Rescue, The National SAR Plan, The Search and Rescue Incident, Rescue Coordination Center, SAR Facilities, Search and Rescue Planning, Search Area Coverage, Search Patterns, SAR Communications, SAR Seamanship, SAR Administration, Public Information and Legal Aspects of SAR, and SAR Drills. A glossary and supplementary graphs and tables are appended. It is noted that regulations, procedures, and policies that apply to SAR on a national basis are explained in detail, but that individual districts have established supplemental methods which should be considered in teaching this subject. (HD)

**ED 131 215** CE 008 150  
**Study of Community Education in Region V. Report I: Components of Exemplary Community Education Programs in Michigan.**

Wisconsin State Dept. of Public Instruction, Madison.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Jan 76

Note—43p.  
EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Community Education, \*Community Programs, \*Community Schools, \*Program Effectiveness, Program Evaluation, Rural Areas, \*State Programs, Success Factors, Urban Areas

Identifiers—\*Exemplary Community Education Programs, \*Michigan

A 55-item questionnaire was distributed to all of the Community School Programs in Michigan which were partially reimbursed by the State in 1975-76. Ninety-eight percent of the questionnaires were returned. Thirteen components existed in over 90% of the programs and are considered to be necessary for a viable Community School Program. The results of the study indicate that the necessary components for all Community Programs are (1) the Board supports community education by opening the school building, (2) the program attracts most segments of the community, (3) program activities are started as soon as possible after needs have been identified, (4) an advisory committee is formed which helps to determine needs, establish goals, and identify community resource, (5) the director regularly attends inservice, (6) the program establishes cooperative efforts with governmental agencies, volunteer and civic service organizations, and other educational institutions, (7) the program has activities in the summer, and (8) evaluation of the program is based to some extent on the data collected on participants. In addition, components which differentiate successful from unsuccessful programs were identified for programs located in rural areas, in urban areas, in existence for three to six years, and in existence for over six years. These components are listed in the report along with recommendations for further research in community education, recommendations for community education programs, and recommendations for the State Department of Education. Appended to the report are (1) prediction models for all programs, for those grouped urban-rural, and for those grouped on length of program and (2) the questionnaire used to gather data. (Author/JT)

**ED 131 216 CE 008 172**  
**Teaching Safety and Health in the Workplace. An Instructor's Guide.**

Occupational Safety and Health Administration, Washington, D.C.  
Report No.—OSHA-2255  
Pub Date 76  
Note—38p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Employees, \*Health Education, In-service Education, \*Labor Education, Learning, On the Job Training, Safety, \*Safety Education, Small Group Instruction, Teaching Guides, \*Teaching Methods, Teaching Techniques, Training Techniques

The primary concern of the Occupational Safety and Health Act (OSHA) is to provide a safe and healthful workplace for every working man and woman in the nation. One way to help reduce the number of injuries and illnesses in the workplace is by training workers to be more aware of the job safety and health hazards and to teach them the methods of reducing and/or eliminating those hazards. To assist employers in carrying out this function, OSHA has developed several training programs that may be presented at the worksite. OSHA has prepared this guide to aid those non-professional instructors who may be charged with the responsibility of training employees. This booklet offers information on the nature of the occupational safety and health problems, on what is presently known and accepted about the technology of causing learning to take place, and on methods recommended to prepare for a teaching session, as well as on tools and methods for conducting the teaching. Detailed instructions showing how to put the principles to work and get the results expected of the professional teacher are given. (HD)

**ED 131 217 CE 008 173****Rudov, Melvin H. And Others High School Seniors' Attitudes & Concepts of Nursing As a Profession.**

American Institutes for Research in the Behavioral Sciences, Pittsburgh, Pa. Center for Health Sciences Studies.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower; Health Services Administration (DHEW/PHS), Rockville, Md.; National Institutes of Health (DHEW), Bethesda, Md. Div. of Nursing.

Report No.—DHEW-HRA-76-35

Pub Date Jan 76

Contract—NO1-NU-24301

Note—189p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 017-080-00109-2, \$2.00)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Career Choice, Demography, Family Background, \*High School Students, Literature Reviews, \*Minority Groups, Motivation, National Surveys, \*Nursing, Occupational Guidance, Occupational Information, Questionnaires, Race, Recruitment, Socioeconomic Status, \*Student Attitudes, Tables (Data)

The primary objective of this investigation was to determine what attitudinal and knowledge factors contributed toward minority high school students not choosing nursing as a profession in higher numbers than they currently do. A total of 2,057 American Indian, Chicano, Black, and Caucasian high school seniors were surveyed at three geographically disparate sites to assess their attitudes toward and concepts of nursing education, and to relate these factors to certain demographic variables. The major findings from each of these content areas are briefly summarized in Chapter I. Chapter II covers the implications for a recruitment and guidance program. Chapter III includes background and review of literature. Chapter IV describes the survey design. Chapter V identifies the method. Chapter VI gives the results. Chapter VII discusses the relationship between current findings and previous research. Approximately half of the document consists of data tables. The appendix includes a sample questionnaire. (HD)

**ED 131 218 CE 008 178**

Bennett, Gordon D.

**Techniques of Water-Resources Investigations of the United States Geological Survey. Book 3, Applications of Hydraulics. Chapter B2, In-**

**Introduction to Ground-Water Hydraulics: Programmed Text for Self-Instruction.**

Geological Survey (Dept. of Interior), Reston, Va.

Pub Date 76

Note—183p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Autoinstructional Aids, Geology, \*Hydraulics, \*Mathematical Concepts, Programmed Instruction, Programed Texts, Science Instruction, Specialization, Technical Education, \*Water Resources

This programmed text of self-instruction is one of a series of manuals on techniques describing procedures for planning and executing specialized work in water-resources investigations. It has been prepared on the assumption that the reader has completed standard courses in calculus and college physics and is presented in eight parts. Part I introduces some fundamental hydrologic concepts and definitions. Part II discusses Darcy's law for unidirectional flow. Part III considers the application of Darcy's law to some simple field problems. The concept of ground-water storage is introduced in Part IV. A text-formal discussion at the beginning of Part V deals with partial derivatives and their use in groundwater equations; the basic partial differential equation for unidirectional nonequilibrium flow is developed in the programmed material of Part V. In Part VI, the partial differential equation for radial confined flow is derived and the "slug-test" solution, describing the effects of an instantaneous injection of fluid into a well, is presented and verified. Part VII introduces the general concepts of finite-difference analysis. Part VIII is concerned with electric-analog techniques. (HD)

**ED 131 219 CE 008 180****Allied Health Manpower Training Model. Final Report. June 27, 1973-January 31, 1975.**

Lutheran Medical Center, Brooklyn, N.Y.

Spons Agency—National Institutes of Health (DHEW), Bethesda, Md. Bureau of Health Manpower Education.

Pub Date 75

Contract—NO1-AH-34104

Note—220p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Colleges, \*Cooperative Programs, Core Courses, Course Descriptions, \*Curriculum Development, Health Occupations, \*Health Occupations Education, Hospitals, \*Manpower Development, Models, Occupational Information, Post Secondary Education, \*Program Design, Program Development

Identifiers—Lutheran Medical Center NY, New York

The purpose of the Allied Health Manpower Training Model Project has been to develop a comprehensive manpower development program for health professionals that will serve as a model for other training institutions and health care organizations as they undertake continuing manpower planning and reorganization to meet the changing requirements for allied health manpower. This effort has been implemented in the Sunset Park and Bay Ridge areas of Brooklyn, New York, the area served by the Lutheran Medical Center, which conducted the project. This document contains six chapters: (1) Overview, (2) Allied Health Manpower Needs of Sunset Park-Bay Ridge, (3) Background for the Health Careers Guide, (4) Core Curricula, (5) Affiliation Agreements, and (6) Conclusion. Appendix are (1) Health Careers Guide (data sheets of educational and occupational information on each of 19 health occupations, e.g. blood bank technologist, dietitian, medical record technician, respiratory therapist, and speech pathologist), (2) Health Survey Course Description (unit objectives, activities, and resources for a 3-credit health survey course to be inserted into a standard program of study to facilitate career choice and orientation), (3) list of courses or subjects common to allied health careers, (4) cost factors in the Lutheran Medical Center training program, (5) prototype affiliation agreement between a hospital and educational institutions, (6) list of Sunset Park and Bay Ridge Health facilities, (7) list of New York metropolitan area planning agencies, (8) allied health manpower training model project advisory

committee, (9) condensed sample of occupation table, and (10) employee interview data. A bibliography is also included. (WL)

**ED 131 220 CE 008 185****Local Office Decision-Making and Implementation.**

Manpower Science Services, Inc., Ann Arbor, Mich.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 75

Note—862p.

**EDRS Price MF-\$1.50 HC-\$46.21 Plus Postage.**

Descriptors—\*Decision Making, \*Decision Making Skills, \*Inservice Programs, Instructional Materials, \*Manpower Development, \*Office Management, \*Organizational Change, Workshops

Identifiers—Local Office Decision Making and Implementation

This guide contains an introduction to and the materials for use in the Local Office Decision-Making and Implementation (LODI) Workshop, a self-managed small group workshop designed to teach planning and management techniques for identifying and resolving priority needs of an agency's program. (A "need" is defined as the difference between what is desired and what is.) The Introduction is designed to acquaint the reader with the nature and purpose of LODI Workshop, to aid him in making a decision about conducting the Workshop in his agency, and to assist him in making plans for its implementation. The introduction also lists techniques and procedures taught by the Workshop (the working agreement, determining office needs, turning needs into goals, developing alternative plans, relative advantage, implementing the best alternative, evaluating results, and reassessment) and outlines the teaching design (eight to twelve staff agreeing to complete the nine chapters of the LODI materials in approximately 20 to 30 hours-five once-a-week 3- to 4-hour meetings). It is noted that the Workshop is designed to train staff members inexpensively without taking them away from their work places. Most of the guide consists of the workshop materials: (1) The LODI Participant's Workbook containing worksheets and other information needed for practice exercises and brief summaries of the convenor's script for review purposes, (2) The LODI Convenor's Manual containing scripts and display pages for each chapter, and (3) five resource packets meant to supplement the convenor's script and to be used at the discretion of the participants. (JT)

**ED 131 221 CE 008 189**

Vineberg, Robert

**A Study of the Retention of Skills and Knowledge Acquired in Basic Training. Technical Report 75-10.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Army Research Inst. for the Behavioral and Social Sciences, Arlington, Va.

Report No.—HumRRO-TR-75-10

Pub Date Jun 75

Contract—DAHC-19-73-C-0004

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Achievement, Educational Research, Military Personnel, \*Military Training, Performance Based Education, \*Retention, Retention Studies, Skills

Identifiers—Army, Comprehensive Performance Test, CPT, United States

As part of the Army's emphasis on performance-based instruction in Basic Combat Training, a study was conducted to provide the Army with data on the retention of skill and knowledge in basic training at Fort Ord, California during March-June, 1974. Selected tests from the Comprehensive Performance Test (CPT) battery were administered to 200 soldiers during their last week of Basic Combat Training (BCT) and were readministered to them six weeks later during their Advanced Individual Training. A single grade of pass or fail was given for each test. The soldiers comprised Mental Categories II-IV, therefore permitting between-group comparisons. The overall results of the study were that depending upon the measure of retention used, there was an average drop of approximately 18% or 26% in performance on the CPT when it was readministered six weeks after the end of BCT.

## Document Resumes

For individual subtests of the CPT, the average decrement in performance ranged between 5% and 44%. Studies employing a longer retention interval and examining the effort necessary for the reinstatement of skills lost or diminished are needed. (HD)

**ED 131 222** CE 008 190  
**A Limited Index to the Manpower Literature.**

Oregon State Univ., Corvallis. Inst. for Manpower Studies.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.  
 Pub Date Jan 76

Note—704p.

**EDRS Price MF-\$1.33 HC-\$38.17 Plus Postage.**

Descriptors—\*Annotated Bibliographies, Educational Research, \*Indexes (Locators), \*Manpower Development, \*Manpower Needs, Program Descriptions

Developed out of the Technical Assistance and Research Project (TARP), this index helps to identify, organize, and make available to manpower practitioners the experience acquired in historical operation of manpower programs. The principle contents are listings of manpower literature items, with each listing including a citation number, title, author, subject, organization/sponsoring agency, and an abstract. The listings are arranged alphabetically by document title. Also included in the document are an (1) author index, arranged alphabetically, and containing the document title and citation number, (2) subject index, arranged alphabetically, and containing the citation number of each listing which has been assigned a subject term by the data supplier, and (3) organization/agency listing, which provides names of the agencies and institutions responsible for the documents included in the index. The appendix outlines computer search profiles used for several major data files. (WL)

**ED 131 223** CE 008 206

*Sabol, Joe*

**Sheep Production Occupations, Skills and Competencies.**

Colorado State Board for Community Colleges and Occupational Education, Denver.; Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—American Sheep Producers Council, Inc., Denver, Colo.

Pub Date 76

Note—53p.

Available from—Sheep Industry Development Program, American Sheep Producers Council, Inc., 200 Clayton Street, Denver, CO 80206 (\$1.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Agricultural Education, Agricultural Laborers, \*Agricultural Occupations, \*Agricultural Production, Agricultural Technicians, Animal Science, Farm Occupations, Job Analysis, \*Job Skills, \*Livestock, National Surveys, Occupational Information, Secondary Education, Tables (Data), \*Task Analysis

Identifiers—\*Sheep Production, United States

This report summarizes the findings of a national study to determine what skills and competencies are needed by beginning employees on sheep ranches and farms, lamb feedlots, and in the sheep shearing industry. The research procedure, which involved determining from the sheep industry the competencies needed by beginning employees in the thirteen sheep production occupations, is described. Findings are presented in tabular form: 1,510 competencies rated and ranked in the thirteen occupations, approximately 70% of them rated "essential" or "important." Conclusions and recommendations are included regarding use of the findings in developing secondary vocational programs. A brief paragraph job description precedes the list of competencies for each occupation: sheep rancher, sheep ranch foreman, sheep ranch hand, sheep herder, camp tender, lamb, the lamb feeder, lamb feedlot foreman, lamb feedlot laborer, contract sheep shearer, sheep shearer, fleece tier, and wool sacker. (HD)

**ED 131 224** CE 008 207  
**Health Career Education Program. Instructional Television.**

Laredo Independent School District, Tex.  
 Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Regional Medical Programs.  
 Pub Date 75

Grant—75-108K

Note—276p.

Available from—Instructional Media Services/Instructional Television, Laredo Independent School District, 1715 Houston Street, Laredo, Texas 78040 (Guide \$2.50, Video cassette \$5.00 per title plus postage)

**Document Not Available from EDRS.**

Descriptors—Audiovisual Instruction, \*Bilingual Education, Career Awareness, \*Career Education, Curriculum Guides, Educational Television, Elementary Education, \*Elementary School Curriculum, \*Health Education, Health Occupations Education, Instructional Materials, Spanish, \*Television Curriculum, Video Tape Recordings

This curriculum guide for teachers and its accompanying bilingual (English-Spanish) videotaped series for students are part of a program for improving health education for the Laredo (Texas) district elementary school children, grades K-5. Recommended for children for whom English is a second language, the guide and videotaped series infuse career elements within each of eight basic areas of health, and are intended as weekly television series. Each basic area listed as a unit contains from one to three lessons. Videotape cassettes accompany each lesson. Units and respective unit lesson titles (12) are (Unit I) Community Health—"Peppy Pets Frolic Time"; (Unit II) Environmental Health and Safety—"Play It Safe at Home and in the Neighborhood", "Every Litter Bit Hurts; Every Little Bit Helps", and "Safe Way"; (Unit III) Prevention of Communicable Diseases—"At Home, at School, at Play"; (Unit IV) Chronic and Degenerative Diseases—"Auntie Cavity vs. the Tooth Decay Diablos"; (Unit V) Consumer Health—"Facing the Unexpected" and "Get Well-Stay Well"; (Unit VI) Growth and Development—"Growing"; (Unit VII) Family Living—"A Family Is for Sharing"; and (Unit VIII) Nutrition—"The Basic Four" and "Get on the Super Snack Train." Each lesson includes behavioral objectives, summary, viewer preparation, bilingual vocabulary, suggested activities, and evaluation. The seven appendices include a teacher health education guide, career education activities, pre/post series tests information, and a unit lesson evaluation form. (SH)

**ED 131 225** CE 008 229

*Edgecomb, Philip L. Shapiro, Marion*  
**Introduction to Metrics.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Pub Date Jun 76

Note—122p.

Available from—New Jersey Vocational-Technical Curriculum Laboratory, Bldg 4103, Kilmer Campus, Rutgers University, New Brunswick, N.J. 08903 (\$2.50 plus postage)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Curriculum, Instructional Materials, \*Learning Activities, \*Mathematics Curriculum, Mathematics Materials, \*Measurement, \*Metric System, Secondary Education, Teaching Guides, Vocational Education, Workbooks

Addressed to vocational, or academic middle or high school students, this book reviews mathematics fundamentals using metric units of measurement. It utilizes a common-sense approach to the degree of accuracy needed in solving actual trade and every-day problems. Stress is placed on reading off metric measurements from a ruler or tape, and on changing units by moving the decimal point. It is designed to reinforce the student's ability to solve problems and includes eight units: Introduction to Metrics, Working with Metric Math, Linear Measurement, Area Measurement, Volume Measurement, Mass or Weight, Temperature Measurement, and Metric Threads. Each unit contains from one to six lessons with each lesson including objectives, text material, and learning activities (discussion questions or written exercises). The seven appendices include numerous conversion charts as well as charts of screw-thread sizes. (HD)

**ED 131 226** CE 008 232

*Fringuelli, Judith*

**What's It All About, Artie? Exploratory Workbook for the Commercial Art Student.**

Rutgers, The State Univ., New Brunswick, N.J. Curriculum Lab.

Spons Agency—New Jersey State Dept. of Education, Trenton, Div. of Vocational Education.

Pub Date May 76

Note—141p.

Available from—Vocational-Technical Curriculum Laboratory, Rutgers, The State University, Building 4103, Kilmer Campus, New Brunswick, New Jersey (\$3.50)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Art Education, \*Career Exploration, \*Commercial Art, \*Graphic Arts, Industrial Arts, Instructional Materials, Learning Activities, Practical Arts, Textbooks, Vocational Education, \*Workbooks

This combination text and workbook for the commercial art student is designed for use in an exploratory program of approximately 30 hours duration. The eight chapters are (1) Learning About Commercial Art, (2) Learning the Importance of Type, (3) Using the Tools of the Trade, (4) The Shape of Things, (5) Exploring with Line, (6) Color Dimensions, (7) Graphic Processes, and (8) Reading the Want Ads. Each section contains text with drawings, related exercises and projects, and a memory check (short-answer chapter review). The book also contains a 13-item bibliography and a 20-page alphabetical listing of type faces to help the reader compare the various styles of type. (HD)

**ED 131 227** CE 008 237

*Nixon, William J., Jr.*

**A Resource Guide for Cooperative Work Experience Programs.**

Rhode Island State Dept. of Education, Providence. Bureau of Technical Assistance.; Rhode Island State Dept. of Education, Providence. Div. of Development and Operations.

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Bureau No—V0050VZ

Pub Date 75

Grant—OEG-0-74-1710

Note—239p.; Two Rhode Island program descriptions will not reproduce well due to faint type

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Abstracts, \*Cooperative Education, Disadvantaged Youth, Educational Objectives, Handicapped Students, Matrices, Minority Groups, \*Models, Post Secondary Education, Program Descriptions, Resource Guides, Secondary Education, \*Vocational Education, \*Work Experience Programs, \*Work Study Programs

Identifiers—\*Rhode Island, United States

This resource guide is designed to provide the reader with information about work experience programs in Rhode Island and other states. The first section consists of a prototypic model (which was developed in cooperation with educators and other personnel concerned with work experience programs) for making work experience-based vocational education programs more responsive and accessible to secondary school students including the handicapped, disadvantaged, and minority populations. Designed to serve as a planning template for the future, the model consists of five program goals, their narrower objectives, and functions to be performed in meeting each objective. A matrix designed to provide the reader with a cross reference between the model's objectives and functions and their practical application as found in the abstracts of various existing work experience programs makes up the second section of the guide. It is intended for use on developing or redeveloping programs to meet particular objectives and functions of the prototypic model. The third section consists of abstracts of 56 existing Rhode Island work experience programs and 81 programs in operation in other states. Each includes sponsoring agency, program title, program director, grade level or population served, and a brief program description. (HD)

**ED 131 228** CE 008 239

*Ross, Harvey L.*

**Designing a Demonstration Project to Facilitate the Utilization of Its Results.**

Human Interaction Research Inst., Los Angeles, Calif.

Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date Nov 74

Grant—DL-92-06-72-27

Note—48p.; Not available in hard copy due to marginal reproducibility of the original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Consultants, \*Demonstration Projects, Educational Development, Educational Research, Information Utilization, Manpower Development, \*Research Design, Research Projects, \*Research Utilization

This study reports an attempt to provide research consultation to the staff of an operating manpower project in order to help them initiate and carry out utilization-related activities and, as a by-product of the consultation effort, to add to knowledge about research utilization and suggest ways of helping funding agencies improve their capability to promote the use of promising project findings. Section I of this report is an introduction to the study. Sections II-IV present the findings, conclusions, and recommendations that developed from the analysis of information about the experience. Section V presents an account of the relationship between the consultants and the project, Transitional Experimental Employment Model (TEEM). Half the document is appendices containing correspondence and supplementary information on the consultant-project relationship. (HD)

**ED 131 229 CE 008 244**

**Exemplary Competency-Based Vocational Teacher Education Project: Trade and Industrial Education Component. The Development of a University Level Competency-Based Vocational Teacher Education Program for Industrial Education Teachers at Florida State University. Series No. 3.**

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—100p.; Pages 34-35 (table of competencies) and pages 41-54 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Delivery Systems, Job Analysis, \*Performance Based Teacher Education, \*Performance Criteria, Program Development, State Programs, State Surveys, Tables (Data), \*Task Analysis, \*Teacher Education, Teacher Qualifications, Trade and Industrial Education, \*Trade and Industrial Teachers, Vocational Education, Vocational Education Teachers

**Identifiers**—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on trade and industrial (T&I) education, one of nine project components. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided. Part 1 describes the competency identification phase of the trade and industrial education component including review of related research, methodology for identifying competencies, findings (competencies listed to indicate appropriateness for awareness, practice, or real school situation components of preservice and inservice portions of the program), and conclusions. Part 2 describes procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 15-page table under competency statements divided into these categories: (1) Orientation to vocational teaching, (2) preparation for instruction, (3) presentation of instruction, (4) application of learning, (5) evaluation, (6) classroom/laboratory management, (7) human relations, and (8) professional role, including the method of assigning credit to competencies. Part 4 describes two sub-components to the T&I project (communication competencies and reading project). Appendixes contain instruments used in the study. A bibliography is included. (TA)

**ED 131 230 CE 008 245**

**Exemplary Competency-Based Vocational Teacher Education Project: Career Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Implementing the Career Education Concept in Vocational Education Programs in Florida. Series No. 6.**

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—80p.; Pages 31-35 (table of competency ratings) and pages 48-61 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Career Education, Job Analysis, \*Performance Based Teacher Education, \*Performance Criteria, Program Development, State Programs, State Surveys, Tables (Data), \*Task Analysis, Teacher Education, Teacher Qualifications, Vocational Education, \*Vocational Education Teachers

**Identifiers**—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to personnel implementing the career education concept into vocational education programs in Florida. An overview of competency-based vocational teacher education (CBTE) and the exemplary CBTE project is provided. Part 1 describes the competency identification phase of the career education component including review of related research, a questionnaire survey of vocational educators involved in career education in Florida, the findings (competencies with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 14-page table under 87 competency statements grouped into the following categories: (1) Program planning, development, and evaluation, (2) instructional planning, (3) teaching methods-media, (4) student evaluation, (5) management, (6) guidance, (7) school-community and student relations, (8) instructor's professional role and development, and (9) unique competencies. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular inservice or preservice programs designed to prepare or upgrade career education personnel and vocational teachers of vocational programs in Florida. Appendixes contain instruments used in the study. A bibliography is included. (TA)

**ED 131 231 CE 008 246**

**Exemplary Competency-Based Vocational Teacher Education Project: Handicapped Component: Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Teachers of Vocational Education Programs for the Handicapped in Florida. Series No. 9.**

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—83p.; Pages 35-38 (table of competency ratings) and pages 50-61 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Handicapped, Job Analysis, \*Performance Based Teacher Education, \*Performance Criteria, Program Development, Special Education, \*Special Education Teachers, State Programs, State Surveys, Tables (Data), \*Task Analysis, Teacher Education, Teacher Qualifications, \*Vocational Education

**Identifiers**—Florida

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational educators serving handicapped students. An overview of competency-based vocational teacher education (CBTE) and the exemplary CBTE project is provided. Part 1 describes the competency identification phase of the handicapped education component including review of related research, report of a questionnaire survey of Florida vocational educators applying for funds for programs for the handicapped, findings (competencies with

mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 12-page table under 90 competency statements grouped into the following categories: (1) Program planning, development, and evaluation, (2) instructional planning, (3) teaching methods-media, (4) student evaluation, (5) management, (6) guidance, (7) school-community relations, (8) student organizations, (9) instructor's professional role and development, and (10) unique competencies. It is suggested that grouping of competencies for use in a preservice or inservice program can be accomplished based on the unique needs of participants and the objectives of the particular programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

**ED 131 232**

*Wylie, Peter B. And Others Development of a Systematic Automotive Education Program. Final Report.*

Human Resources Research Organization, Fort Knox, Ky. Div. 2.

Spons Agency—Illinois State Law Enforcement Commission, Chicago.

Report No—HumRRO-FR-D2-74-4

Pub Date Jun 74

Note—164p.; Some tables of Chicago labor market and some charts of curriculum module topics may not reproduce well due to small type

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—\*Auto Mechanics, \*Citizens Councils, Correctional Education, Curriculum, Curriculum Design, \*Curriculum Development, Curriculum Research, Job Skills, Job Training, \*Rehabilitation Programs, Research Projects, School Community Cooperation, Systems Approach, Task Analysis, Vocational Education, Vocational Rehabilitation

**Identifiers**—\*Correctional Manpower Services Project, Illinois (Chicago)

As part of a project to provide techniques for developing and implementing realistic vocational training and placement programs for prisoner rehabilitation, an Automotive Trades Council (ATC) was established to test the concept of using a citizens' council to function as a bridge between correctional and training personnel and the using society. The ATC was then utilized to support the formulation and implementation of an automotive maintenance training program. The first section of this report presents the results of the first year of ATC operation in relation to the successes and failures encountered during the organization, functioning, and administration of the council. Suggestions for minimizing problems and a proposed organizational structure for future ATC operation are included. The second section describes the tasks completed in the process of designing the curriculum: labor market analysis (in the Chicago area), assessment of client needs and services, task analysis for the auto mechanic's job at various skill levels, and assessment of existing training services. The curriculum is then described along with the functions which the ATC, the instructional staffs of the Illinois prisons, and outside contractors will need to perform to develop and implement it. Topics in this section include selection, vocational training component, possible module format, management of the vocational component, employability skills component, basic education component, interface of basic and vocational components, and placement. Appendixes contain survey instruments and task lists for jobs of mechanic's helper, apprentice mechanic, and automotive specialist, plus sample knowledge objectives for the job of apprentice mechanic. (HD)

**ED 131 233**

*Dual Enrollment as an Operating Engineer Apprentice and an Associate Degree Candidate. Final Report.*

International Union of Operating Engineers, Washington, D.C.

Spons Agency—Manpower Administration (DOL), Washington, D.C. Office of Research and Development.

Pub Date 31 Dec 75

Grant—DL-21-11-73-12

Note—117p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—\*Apprenticeships, \*Associate Degrees, Construction Industry, \*Cooperative

## Document Resumes

**Programs, Curriculum, Degree Requirements, \*Dual Enrollment, Employment, Higher Education, Junior Colleges, Labor, Labor Education, Labor Unions, Manpower Utilization, \*Operating Engineering, Program Descriptions, Program Effectiveness, Program Evaluation**

**Identifiers—Operating Engineers Dual Enrollment Program**

The Operating Engineers Dual Enrollment Program combines trade union apprenticeship with college study. Young persons are "dually-enrolled" by meeting both the requirements for indenture as an apprentice and matriculation as an Associate Degree candidate. Apprentices may receive college credit for apprenticeship-related training classes and for supervised work experience, amounting to one-half to three-fourths of the credits needed for an Associate Degree. An Advisory Committee was established to assess and guide the activities of the Program. Model curriculums for dually-enrolled apprentices were formulated, and two successful types of dual enrollment programs (local and regional) were initiated, serving over 2,300 apprentice operating engineers. Data on current programs and apprentices were collected to provide an ongoing assessment of progress. Linkages between Associate Degree programs and 4-year degree programs were initiated and are being further developed. The Program will be continued under the sponsorship of the International Union of Operating Engineers. The body of the report includes (1) description of objectives and methodology of the project, (2) descriptions of program development, curriculums, and problems in the various local programs and in a regional program established in cooperation with Dickinson State College, North Dakota, (3) discussion of results in terms of enrollees and assessment by unions, contractors, and colleges, and (4) recommendations for the future of the program. Appendixes (half of the report) include samples of supplementary evaluation reports on individual projects; lists of work processes (tasks) for universal equipment operator, paving equipment operator, plant equipment operator, and heavy duty repairman; several degree program schedule outlines for dual enrollment programs; and a directory of universities and colleges offering programs in labor studies and in construction. (Author/HD)

**ED 131 234** CE 008 289  
Sedich, Jerry Y. Valakas, John N.

**Bridgeport Area Manpower Information Systems Project.**

Bridgeport, Conn.  
Spons Agency—Employment and Training Administration (DOL), Washington, D.C.

Pub Date 76  
Grant—21-09-74-35  
Note—77p.; Two flow charts (of an overall system and project tasks) on pages 2-3 and pages 56 and 58-9 may not reproduce well due to blurred, faint, broken type

Available from—National Technical Information Service, Springfield, Va. 22151

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
Descriptors—\*Information Services, Information Sources, \*Information Systems, \*Labor Market, \*Management Information Systems, Management Systems, \*Manpower Needs, Occupational Surveys, Program Descriptions, \*Systems Development

**Identifiers—CETA, Comprehensive Employment and Training Act, Connecticut (Bridgeport)**

This report explains the Bridgeport Comprehensive Employment and Training Act (CETA) manpower information systems project. Three components of the project are considered: (1) The automated manpower management information system (MIS), which incorporates a cost-effectiveness analysis algorithm and permits a limited amount of impact and outcome analysis, and which replaces the manual system, which is incapable of effective and efficient operational control and monitoring due to the large number of CETA clients in the Bridgeport area; (2) the labor market information system (LMIS), which consists of an automated economic index generator and an automated shift and shares model, providing an excellent tool to analyze the economic health in the Bridgeport area and offering planners timely and relevant information for the decisionmaking process; and (3) a labor market supply/demand survey of the Bridgeport area, which serves as input for LMIS. The report con-

cludes with a proposal to link the MIS and LMIS sub-systems into one comprehensive manpower information system. (Author/WL)

**ED 131 235** CE 008 295  
Hayghe, Howard

**Families and the Rise of Working Wives—an Overview.** Special Labor Force Report 189.

Bureau of Labor Statistics (DOL), Washington, D.C.

Pub Date 76

Note—12p.; Reprint from Monthly Labor Review; May 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Birth Rate, Business Cycles, Economic Climate, \*Employment Trends, \*Family (Sociological Unit), \*Labor Force, \*Manpower Needs, National Surveys, Population Trends, Statistical Surveys, \*Working Women

**Identifiers—United States**

Past and current trends in the growth of families with two workers or more are examined in this article. It discusses such subjects as influence of trends in fertility on the growth of these families, the relation between husbands' and wives' occupations, and some of the impact of the recession and inflation on these families. Tables and statistical data are included to support content. (WL)

**ED 131 236** CE 008 302  
Singer, Neil M. Wright, Virginia B.

**Cost Analysis of Correctional Standards: Institutional-Based Programs and Parole. Volume I.**

American Bar Association, Washington, D.C. Correctional Economics Center.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 76

Grant—74NI-99-0042

Note—27p.; For a related document see CE 008 303

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Construction Costs, Correctional Education, Correctional Rehabilitation, \*Corrective Institutions, \*Cost Effectiveness, Costs, Expenditures, Legal Responsibility, Prisoners, \*Program Costs, \*Standards, State Standards, Vocational Education

One of two volumes, Volume I is intended for use by criminal justice system administrators, legislators, and others in need of a reference to the policy issues surrounding institutional-based programs and parole, particularly those related to cost and implementation of correctional standards. (Volume II, which is intended for use by planners and analysts, provides more detailed discussion of cost implications of the standards and demonstrates techniques applicable to estimating costs of alternative correctional programs for a particular jurisdiction. Both are based on research to analyze and estimate the costs of implementing standards of the "Corrections Report" issued in 1973 by the National Advisory Commission on Criminal Justice Standards and Goals.) This document has three parts. Part I assesses the economic costs of standards for the maintenance of offenders in institutional and parole programs including design of prison and jail facilities, staff size and quality in custodial programs and parole, basic support for offenders, and foregone productivity associated with incarceration. Part 2 examines some proposed expansions and changes in existing programs: academic and vocational training, institutional work experience in prison industries and maintenance activities, the payment of prevailing wages to inmate workers, furlough and release programs, and financial support for parolees. Part 3 analyzes selected recommendations in the area of offenders' rights: constitutional guarantees and legal services for prison and jail inmates, institutional disciplinary and grievance procedures, and reform of parole grant and revocation hearing procedures. Also included are criminal justice system public expenditure estimates for alternative institutional-based programs. (HD)

**ED 131 237** CE 008 303  
Singer, Neil M. Wright, Virginia B.

**Cost Analysis of Correctional Standards: Institutional-Based Programs and Parole. Volume II.**

American Bar Association, Washington, D.C. Correctional Economics Center.

Spons Agency—National Inst. of Law Enforcement and Criminal Justice (Dept. of Justice/LEAA), Washington, D.C.

Pub Date Jan 76

Grant—74NI-99-0042

Note—178p.; For a related document see CE 008 302

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock No. 027-000-00425-3, \$2.35)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Civil Rights, \*Construction Costs, Correctional Education, Correctional Rehabilitation, \*Corrective Institutions, \*Cost Effectiveness, Costs, Expenditures, Guidelines, Legal Responsibility, Prisoners, \*Program Costs, \*Standards, State Standards, Vocational Education

This second of two volumes provides cost guidelines and cost estimation techniques for use by jurisdictions in assessing costs of their own ongoing or contemplated correctional program activities. (Volume I is a companion summary published as a separate document for use by criminal justice policy-makers in need of a reference to the policy issues surrounding institutional-based programs and parole, particularly those related to cost and implementing correctional standards. Both volumes are based on research to analyze and estimate the costs of implementing standards of the "Corrections Report" issued in 1973 by the National Advisory Commission on Criminal Justice Standards and Goals.) This document includes 10 chapters: (1) General Methodology and Presentation of Findings, (2) Costs of Custodial Facilities, (3) Operating Costs for Custodial and Support Services, (4) Other Costs of Custody and Basic Support, (5) Parole Costs, (6) Education and Training Within Institutions, (7) Work Experience in Institutions, (8) Services for Released Offenders, (9) Rights of Inmates, and (10) Rights of Parolees. The preface indicates that it is assumed that planners and analysts using this report are familiar with some economic concepts and statistics, but that they are not necessarily economists. (HD)

**ED 131 238** CE 008 306  
Fisher, Allan H., Jr. Harford, Margi R.

**Enlistment Motivation and the Disposition of Army Applicants. Technical Report 74-5.**

Human Resources Research Organization, Alexandria, Va.

Spons Agency—Office of the Chief of Research and Development (Army), Washington, D.C. Report No.—HumRRO-TR-74-5

Pub Date Mar 74

Contract—DAHC-19-73-C-0004

Note—87p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Armed Forces, Educational Needs, \*Enlisted Personnel, Military Personnel, Military Service, \*Motivation, National Surveys, Vocational Education

**Identifiers—Army, United States**

Objectives of the study were (1) to determine the structure of reasons that lead to the enlistment decision and (2) to isolate factors that lead some initial Army applicants to enlist in one of the other Services instead of the Army. This study involved the analysis and interpretation of data from an existing survey base—data from a sample of 1972 enlisted accessions, which had been collected at regular intervals at selected Armed Forces Entrance and Examination Stations. Multivariate statistical analyses were performed on the data. Items analyzed included sample survey data on the importance of 12 reasons for enlisting, the service first contacted while considering military service, the service in which the individual eventually enlisted, and selected demographic data. The results showed that for these Army enlistees the most frequently endorsed reasons for enlistment were the acquisition of a trade or skill that would be valuable in civilian life and the opportunity for advanced education and training. Factors found to be most influential in decisions were educational level and race. Factors associated with the disposition of initial applicants to the Navy, Air Force, and Marine Corps were also identified. (HD)

**ED 131 239** CE 008 314

**Annual Program Amendment to the Tennessee State Plan for Community Service and Community Education Programs. Fiscal Year 1977.**

Tennessee Univ., Knoxville. State Agency for Title I.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date 76  
 Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Adult Education, College Programs, Colleges, \*Community Service Programs, Consumer Education, \*Continuous Learning, Educational Legislation, \*Federal Legislation, \*Program Design, State Federal Aid, \*State Programs, Statewide Planning, Universities  
 Identifiers—Higher Education Act Title I, Program IMPACT, Tennessee

Title I of the Higher Education Act of 1965 was enacted by Congress to provide Federal funds to strengthen the community service capability of colleges and universities to assist the people in the solution of community problems, with particular emphasis on urban and suburban problems. Tennessee's major program emphases under Title I since 1972 have been (1) the Tennessee Statewide Consumer Education Program, a consortium of 9-15 institutions with one institution serving as statewide coordinator with the responsibility for developing materials and providing program assistance to the individual project segments and (2) the Community Growth Policy and Leadership Development program designed to foster leadership development of existing and potential community leaders and to broaden citizen and community participation in the decisionmaking process. The program priorities established for fiscal year 1977 are (1) Energy Education (50% of funding) and (2) Community Planning, Growth, and Leadership (50% of funding), the latter including government organization services, community organization services, and employment and career development. Rationale and long range goals for the statewide approach and specific objectives for each project category are outlined. Types of activities to be supported and methods of coordination with other programs are described. Statewide program and administrative budget totals are given with breakdown by Federal funds requested and matching funds expected from other sources. (WL)

**ED 131 240 CE 008 319**

**Analyzing Impacts of Extension Programs.**  
 Extension Service (DOA), Washington, D.C.

Pub Date Apr 76

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrator Guides, \*Cooperative Programs, \*Evaluation Methods, \*Extension Education, Program Descriptions, \*Program Effectiveness, \*Program Evaluation, University Extension

Intended to assist extension administrators, program leaders, and specialists, this publication presents a framework, guidelines, strategy, and methods for evaluating Extension education programs. Emphasis is placed on maximizing the usefulness of program evaluations in decisionmaking on program priorities and modifications. Extension programs are viewed in terms of seven levels of objectives and evaluative evidence: (1) Inputs, (2) activities, (3) people involvement, (4) reactions, (5) change of knowledge, attitudes, skills, and/or aspirations (KASA), (6) practice change, and (7) end results. Levels 1 and 2 characterize Extensions; efforts; Level 3 includes the people involved by Extension and the nature of their involvement; Level 4 through 7 cover the responses by these people and others. Responses range from the immediate and direct to the long-term and indirect consequences of Extension's actions. The foregoing levels vary in the extent to which they can provide evidence of Extension's impact, and the amount or resources required for obtaining evidence. Some of the ideas in this document are yet to be verified, but are presented to guide thinking about Extension program evaluation and to lead to tested principles of evaluation. ((Author/WL))

**ED 131 241 95 CE 008 327**

**Equity Career Education: Curriculum Guide.**

Maple Heights City Schools, Ohio.  
 Spons Agency—Office of Career Education (DHEW/OE), Washington, D.C.

Bureau No.—554AH50598

Pub Date 30 Jun 76

Grant—G00-75-02300

Note—436p.

**EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.**

Descriptors—\*Career Education, \*Concept Teaching, \*Curriculum Development, Curriculum Guides, Educational Objectives, Elementary Education, Grade 3, Grade 6, Grade 8, Grade 10, \*Individual Development, \*Nondiscriminatory Education, Occupational Clusters, Occupational Guidance, Resource Materials, Secondary Education, \*Self Concept, Sex Stereotypes  
 Identifiers—Ohio

Curriculum guides for grades 3, 6, 8, and 10 are contained in this document. The introduction outlines the basic rationale of the program and provides suggestions for its implementation in specific situations. The program was developed under four equity career education related categories: The self, the individual and society, role expectations, and the world of careers. A scope and sequence chart contains specific concepts and process themes. For each grade level, a rationale for grade plans precede the stated objectives, levels, subject areas, concepts and processes. Learning intent, learning activities, suggested materials, and evaluation procedures are described in depth. Objectives and activities for the elementary grades focus on acquiring knowledge of self, others, and careers. Objectives and activities for grade 8 emphasize career orientation and expand the guidance emphasis on evaluating individual interests and abilities, and relating these to life-career situations. Objectives and activities for grade 10 continue the guidance emphasis by encouraging career exploration based on learner self-assessment. Statements of equity career education assumptions, goals, and objectives are included in Appendix A. Complete compendiums of material and other resources available for instructional use within the school system are contained in Appendices B through E. (TA)

**ED 131 242 CE 008 334**

*da Costa, Lamartine Pereira*  
**Workshop Organization and Management in Adult Education. Case Study of the MOBRAL System.**

Ministerio da Educacao e Cultura, Rio de Janeiro (Brazil). Movimento Brasileiro de Alfabetizacao.

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date Nov 74

Note—48p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrative Organization, Adult Education, Case Studies, \*Decentralization, Developing Nations, Foreign Countries, \*Literacy Education, \*National Programs, Organizational Change, \*Organizational Effectiveness, Organizational Theories, \*Program Administration, Social Structure, Workshops  
 Identifiers—Brazil, \*Brazilian Literacy Movement, \*MOBRAL

This case study of the organizational structure of the Brazilian Literacy Movement (MOBRAL) describes the various organizational changes made as the mediating agency attempted to develop a large-scale national program within the existing social structure. Steps in the organization's development are traced from: (1) Beginnings in 1970 under the country's Ministry of Education and Culture as a flexible, decentralized national system with coordinators in the country's 22 states, through (2) some consolidation of structure in the central office to better manage the widespread activities, to (3) successful working operation at the end of the third year with five million students enrolled in classes in all of Brazil's 3,953 municipalities. Conclusions are drawn regarding the relative advantages and disadvantages of closed and open organizational systems with respect to the flexibility built into the MOBRAL structure. Brief comments are also included on MOBRAL as a model of organization and management for other institutions. Various charts depict the MOBRAL structure at national, state, and municipal levels. (JT)

**ED 131 243 CE 008 336**

*Stone, C. Harold*  
**Evaluation of the Marine Corps Task Analysis Program. Final Report. Technical Report No. 16.**

California State Univ., Los Angeles.

Spons Agency—Marine Corps, Washington, D.C.; Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Jun 76

Contract—N00014-74-A-0436-0001; NR-151-370  
 Note—83p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Cluster Analysis, Data Analysis, Efficiency, Individual Characteristics, Institutional Research, \*Manpower Utilization, \*Military Personnel, Military Training, Occupational Information, \*Organizational Effectiveness, Performance Criteria, Program Development, \*Program Evaluation, Staff Orientation, \*Task Analysis, Teamwork

Identifiers—CODAP, Comprehensive Occupational Data Analysis Programs, Marine Corps

The basic objective of this research project was to determine the effectiveness of the Marine Corps Task Analysis Program (TA) as it had been conducted by the Office of Manpower Utilization (OMU). Main findings and conclusions are summarized in the eight research areas into which the study was divided: TA observation and interview procedures; task inventory construction; occupational field sample size; computer procedures and data analysis; OMU organization and personnel; orientation, training, and team performance; peace-time task analysis and its relation to war-time conditions; and the use of worker characteristics in classification and assignment. The overall conclusion from the research is that the TA program is a highly valuable asset to the Marine Corps in improving and maintaining effective utilization of its human resources. Appendix A contains an annotated list of 15 technical reports that are end-products of this project, and which contain detailed documentation of all phases of this project. Appendix B contains the study directive used and a distribution list. (Author/TA)

**ED 131 244 08 CE 008 344**

**Competencies and Assessment Behaviors for Vocational Specialists Coordinating the Education of Handicapped Learners in the Vocational Education Awareness Program. Final Report, Section B. April 1974-December 31, 1975.**

Georgia Univ., Athens. Div. of Vocational Education.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.; Georgia State Dept. of Education, Atlanta.

Pub Date 31 Dec 75

Note—227p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Evaluation Criteria, \*Handicapped Students, \*Job Analysis, Occupational Information, Performance Based Teacher Education, Secondary Education, \*Special Education Teachers, State Programs, State Surveys, Student Characteristics, Tables (Data), Task Analysis, Teacher Characteristics, Teacher Responsibility, Teacher Role, \*Vocational Education, \*Vocational Education Teachers

Identifiers—Georgia

A study was conducted to identify a list of pedagogical competencies and evaluative criteria based on the performance requirements of the vocational specialists who coordinate the education of handicapped learners in Georgia's new secondary level Vocational Education Awareness Program (VEAP). Performance roles which served as a basis for competency categorization were developed from the job description for vocational specialists. These performance roles are (1) Establish local VEAP program, (2) incorporate administrative strategies for program, (3) formulate instructional design, (4) select and apply instructional strategies, (5) evaluate learner performance and progress, (6) perform guidance and counseling functions with learners, parents, and teachers, (7) participate in public relations activities, (8) establish cooperative training stations, (9) evaluate local programs, and (10) maintain and improve professional competencies. One hundred eighty-seven competencies were rated by vocational specialists. The top 25% were contained in Role 1, and the third largest were contained in Role 3. This report includes a review of the literature, description of the methodology, presentation and interpretation of the complete findings, and summary, conclusions, and recommendations. The instruments used in the study are included in appendices. (TA)

**ED 131 245 CE 008 353**

**Vocational and Occupational Education. Hearings Before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, Ninety-Fourth Congress, First**

**and Second Session on H.R. 19 and Related Bills to Amend the Vocational Education Act of 1963. Volume 3.**

Pub Date 76

Note—1,025p.; Not available in hard copy due to small type throughout document; For related documents, see ED 116 014-015

**EDRS Price MF-\$1.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Administrator Attitudes, Attitudes, \*Career Education, \*Educational Legislation, \*Educational Needs, Educational Objectives, Educational Planning, Educational Policy, Educational Problems, Educational Programs, Elementary Secondary Education, Federal Aid, \*Federal Legislation, Federal Programs, Opinions, Post Secondary Education, Teacher Attitudes, \*Vocational Education**

**Identifiers—United States, Vocational Education Act 1963**

The full texts of all prepared statements and supplemental materials presented during six days of hearings held on four bills (H.R. 19, H.R. 3036, H.R. 3037, and H.R. 4797) to amend the Vocational Education Act of 1963 are contained in this document. Statements are made by (1) State and local directors and superintendents from state universities and local schools in all branches of vocational education, agricultural education, special education, electronics, adult education, and occupational education, and (3) representatives from state departments of education, federal agencies, state and national advisory councils, and various professional organizations. The statements, exhibits, and panel discussions present national, local, and institutional concerns regarding the conditions of vocational and occupational education. Official positions of various organizations on selected issues are also given. (TA)

**ED 131 246 CE 008 358**

**Safety Handbook.**

Montgomery County Public Schools, Rockville, Md.

Pub Date 76

Note—175p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors—Accident Prevention, Accidents, \*Administrative Policy, Guides, Manuals, \*Public Schools, Safety, \*Safety Education, \*School Safety**

**Identifiers—Maryland**

Safety policies, procedures, and related information are presented in this manual to assist school personnel in a continuing program of accident prevention. Chapter 1 discusses safety education and accident prevention in general. Chapter 2 covers traffic regulations relating to school safety patrols, school bus transportation, bicycles, and operation of vehicles. Chapter 3 is concerned with emergency drills and disaster preparedness. Civil defense and disaster preparedness, and radio alerting systems are discussed. Chapter 4 deals with plant and employee safety in the cafeteria and garage and repair shop; it also provides employee information. Chapter 5 discusses the instructional and special activities area, which includes practices in emergency care and first aid, and regulations governing special events such as holidays, paper drives, parades, etc. Chapter 6 covers buildings and grounds, discussing responsibilities of the maintenance division and emergency closing of schools and central office. A bibliography and index are included. (TA)

**ED 131 247 CE 008 364**

Healer, Cheryl V. And Others

**Burn Injuries: Causes, Consequences, Knowledge, Behaviors.**

Education Development Center, Inc., Newton, Mass.; Massachusetts General Hospital, Boston; National Fire Protection Association, Boston, Mass.; Shriners Burns Inst., Boston, Mass.

Spons Agency—Consumer Product Safety Commission, Washington, D.C.

Pub Date Jun 76

Contract—CPSC-C-75-0107

Note—324p.

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**

**Descriptors—Adolescents, Adults, \*Age Groups, Children, Clinical Diagnosis, Educational Assessment, \*Educational Diagnosis, \*Fire Protection, First Aid, \*Injuries, Intervention, Medical Research, \*Needs Assessment, Older Adults, Safety, Safety Education, Tables (Data)**

**Identifiers—Massachusetts**

This report covers Phase I of the Burn Injury Education Demonstration Project, a four-phased project designed to explore the feasibility of using educational intervention strategies to increase knowledge and appropriate behaviors and attitudes to reduce the number and severity of burns. Phase I involved a comprehensive needs assessment conducted to determine the patterns of burn accidents, profiles of burn victims, and the current state of knowledge, deficits, and misconceptions with regard to the prevention and emergency treatment of burn injuries. Two major research activities are discussed: Collection of burn data and educational diagnosis. Burn accident data are presented in two formats—(1) State Burn Incidence Data, derived solely from burn reports received from the Massachusetts Department of Public Health, and (2) Burn Victim Profile Data, derived from accident investigations and interviews with burn victims. The educational diagnosis data are based on the results of several instruments (a criterion-referenced test, a telephone survey, and home interviews) and are organized according to the nature and extent of knowledge, and the behavior and practices of the sample populations. Both burn incidence data and the results of the educational diagnosis are presented for six sample age groups: Children under 3 years of age and their parents, children aged 3 to 8, children aged 9 to 12, adolescents aged 13 to 19, adults aged 20 to 59, and elderly persons aged 60 and above. (Author)

**ED 131 248 CE 008 366**

**Exemplary Competency-Based Vocational Teacher Education Project: Cooperative Vocational Education Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teacher-Coordinators in Cooperative Vocational Education Programs in Florida. Series No. 1.**

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—79p.; Pages 34-38 (the table of Importance Ratings of Competencies by Teacher Coordinators) and pages 49-58 (the table of Assessment Criteria for Competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—\*Instructor Coordinators, Job Analysis, \*Performance Based Teacher Education, \*Performance Criteria, Program Development, State Surveys, Tables (Data), \*Task Analysis, Teacher Certification, Teacher Education, Teacher Qualifications, \*Vocational Education, Vocational Education Teachers**

**Identifiers—Florida**

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on criteria for assessing mastery of the professional competencies (skills) important to teacher-coordinators in cooperative vocational education programs. An overview of competency-based vocational teacher education (CBTE) and of the exemplary CBTE project is provided. Part 1 describes the competency identification phase of the administration/supervision component including review of related research, report of the questionnaire survey of Florida vocational-technical administrators and supervisors, findings (competencies with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 12-page table under 77 competency statements, grouped into the following categories: (1) Program planning, development, operation, and evaluation, (2) supervision of instructional and supportive staff, (3) funding, budget, finances, purchasing, (4) policies, regulation, legislation, (5) operation of facilities, (6) staff development, and (7) school-community and student relations. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular preservice or inservice programs designed to prepare or upgrade administrators and supervisors of vocational education programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

**ED 131 250 CE 008 368**

**Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.**

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—70p.; Pages 32-35 (table of competency ratings) and pages 41-49 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—Administrator Education, \*Educational Researchers, Experimenter Characteristics, Job Analysis, Performance Based Education, \*Performance Criteria, Professional Education, Program Evaluation, Research Directors, \*Research Skills, State Programs, State Surveys, Tables (Data), \*Task Analysis, \*Vocational Education**

teacher-coordinators in cooperative vocational education programs. Appendixes contain instruments used in the study; a 53-item bibliography is also included. (TA)

**ED 131 249 CE 008 367**

**Exemplary Competency-Based Vocational Teacher Education Project: Administration/Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.**

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—80p.; Pages 31-35 (table of competency ratings) and pages 49-60 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—\*Administrative Personnel, Administrator Education, Administrator Qualifications, Administrator Responsibility, Job Analysis, Leadership Training, Management Development, \*Performance Based Education, \*Performance Criteria, \*Professional Education, Program Development, State Programs, State Surveys, Supervision, Supervisors, Supervisory Training, Tables (Data), \*Task Analysis, \*Vocational Education**

**Identifiers—Florida**

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational education administrators and supervisors. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided as introduction. Part 1 describes the competency identification phase of the administration/supervision component including review of related research, report of the questionnaire survey of Florida vocational-technical administrators and supervisors, findings (competencies with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 12-page table under 77 competency statements, grouped into the following categories: (1) Program planning, development, operation, and evaluation, (2) supervision of instructional and supportive staff, (3) funding, budget, finances, purchasing, (4) policies, regulation, legislation, (5) operation of facilities, (6) staff development, and (7) school-community and student relations. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular preservice or inservice programs designed to prepare or upgrade administrators and supervisors of vocational education programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

**ED 131 250 CE 008 368**

**Exemplary Competency-Based Vocational Teacher Education Project: Research and Evaluation Component. Competency and Criteria Identification Phase: Professional Research and Evaluation Competencies and Assessment Criteria for Vocational Educators in Florida. Series No. 7.**

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—70p.; Pages 32-35 (table of competency ratings) and pages 41-49 (table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—Administrator Education, \*Educational Researchers, Experimenter Characteristics, Job Analysis, Performance Based Education, \*Performance Criteria, Professional Education, Program Evaluation, Research Directors, \*Research Skills, State Programs, State Surveys, Tables (Data), \*Task Analysis, \*Vocational Education**

**Identifiers—Florida**

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational educators involved in research and evaluation. An overview of competency-based vocational teacher education (CBTE) and of the Florida exemplary CBTE project is provided as introduction. Part 1 describes the competency identification phase of the leadership in research and evaluation component including review of related research; report of a questionnaire survey of 214 representative teacher educators, county vocational directors, administrators, supervisors, coordinators, teachers, and national research personnel in Florida; the findings (competencies with mean importance ratings); and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 6-page table under 54 competency statements grouped into the following categories: (1) Review and analysis of completed research, (2) conducting research, (3) evaluation, and (4) management. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular preservice or inservice programs designed to prepare or upgrade persons involved in conducting, evaluating, disseminating, or applying research and evaluation in vocational education. Appendixes contain instruments used in the study. A bibliography is included. (TA)

**ED 131 251** CE 008 369  
**Exemplary Competency-Based Vocational Teacher Education Project: Disadvantaged Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Teachers and Administrators Working with Disadvantaged Students in Vocational Education Programs in Florida.** Series No. 8.

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

Pub Date 76

Note—82p.; Pages 33-38 (the table of competency importance ratings) and pages 49-63 (the table of assessment criteria for competencies) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Disadvantaged Youth, Job Analysis, \*Performance Based Teacher Education, \*Performance Criteria, \*Special Education Teachers, State Surveys, Tables (Data), \*Task Analysis, Teacher Education, \*Vocational Education, Vocational Education Teachers

**Identifiers—Florida**

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on the criteria for assessing mastery of the professional competencies (skills) important to vocational educators serving disadvantaged students. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided. Part 1 describes the competency identification phase of the disadvantaged component including review of related research, a questionnaire survey of Florida vocational educators involved with the disadvantaged, the findings (competencies listed in rank order with mean importance ratings), and conclusions. Part 2 describes the procedures for identifying and validating of specific criteria for assessing mastery of the competencies and lists the criteria in a 15-page table under 95 competency statements grouped into the following categories: (1) Program planning, development, operation, and evaluation, (2) instructional planning, (3) teaching methods-media, (4) student evaluation, (5) management, (6) guidance, (7) school, community, and student relations, and (8) unique competencies. It is recommended that the assessment criteria be reviewed and revised to fit the needs of particular inservice or preservice programs designed to prepare or upgrade administrators/supervisors, directors, and teachers of disadvantaged vocational education programs. Appendixes contain instruments used in the study. A bibliography is included. (TA)

**ED 131 252** 08 CE 008 373  
*Samuels, William M. Buckner, Donald R.*  
**Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.**

American Society of Allied Health Professionals, Washington, D.C.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date 75

Contract—NOI-AH-242474

Note—86p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Admission Criteria, \*Affirmative Action, American Indians, Bias, Civil Rights, \*Cultural Factors, Educational Accountability, \*Educational Discrimination, Educational Opportunities, Educational Problems, \*Health Occupations Education, Manpower Development, \*Minority Groups, Minority Role, Negroes, Program Development, Spanish Americans, Student Application

Papers, workshop reports, and pertinent recommendations from a conference concerned with barriers faced by minorities seeking training in the allied health professions are presented. Data provided for the conference, gathered from Northeast, Southeast and Southwest United States during a 2-year period, related to barriers encountered by Black, Indian, and Spanish-surnamed students attempting to enroll in allied health professions in their geographical areas. These barriers were validated and placed under the major headings of need for financial assistance, need for role models, poor academic preparation and lack of tutorial services, lack of career information and counseling, and cultural and social gaps. Five priority recommendations for attacking the barriers were presented: (1) initiation of a national comprehensive allied health manpower development program, (2) development and enforcement of a strategy to identify and remove culturally biased admissions criteria and procedures, (3) public or private capacitization resource for training centers based on completion of training programs and registration in a profession by minority students, (4) development and implementation of advocacy programs to overcome barriers to minority students entering the allied health professions, and (5) allied health traineeships that would include specific funding for ancillary clinical training costs. A listing of participants is appended. (TA)

**ED 131 253** CE 008 391  
**Office Methods and Behavior. Student Manual.**  
 Civil Service Commission, Washington, D.C. Communications and Office Skills Training Center.

Pub Date 76

Note—153p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Business Skills, Communication Skills, Instructional Materials, Job Training, \*Learning Activities, Manuals, \*Office Practice, Secondary Education, \*Skill Development, Study Guides, Typewriting, Workbooks

Designed for secretarial (or clerical) training, this manual provides exercises for developing skills and habits needed in an office environment. Focus is on eight areas: Communicating, filing, getting along, grooming, mailing, organizing, telephoning, and typing. Exercises are provided in each area for group and individual learning. (TA)

**ED 131 254** CE 008 395  
**The National Advisory Council on Extension and Continuing Education. Tenth Annual Report: A Decade of Community Service and Continuing Education.**

National Advisory Council on Extension and Continuing Education, Washington, D.C.

Pub Date 31 Mar 76

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Advisory Committees, Annual Reports, \*Community Services, \*Continuous Learning, Educational Legislation, \*Extension Education, Federal Aid, Federal Legislation, \*Federal Programs, Manpower Development, Part Time Students, Program Evaluation, Public Policy, Technical Assistance

Identifiers—Higher Education Act 1965 Title I, United States

The introductory section to the Advisory Council's report lists the two mandates it is responsible for: (1) To advise on regulations and policy matters relating to Title I ("community service and continuing education") of the Higher Education Act of 1965; and (2) to review the administration and effectiveness of all federally financed extension and continuing education programs. The major portion of the report contains the Council's six recommendations to the Federal Government involving establishment of an Office of Continuing Education in the U.S. Office of Education, Federal Legislation to assist the States in planning, research on demographic characteristics of postsecondary part-time students and on financial aid needs and educational opportunities for part-time students, and expansion of Title I. Council activities for the year are outlined including congressional testimony, State advisory councils, review of federally supported continuing education programs, and community service program evaluations. The Council members and meeting dates are listed. (WL)

**ED 131 255** CE 008 401  
**Manager's Guide to Selecting Training Employees.**  
 Internal Revenue Service (Dept. of Treasury).

Washington, D.C.

Pub Date Jun 76

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrator Guides, Employment Qualifications, \*Evaluation Criteria, Guidelines, \*Instructional Staff, \*Personnel Needs, \*Personnel Selection, \*Policy Formation, \*Trainers

The purpose of this brief guide is to assist managers in the process of selecting personnel to fill training vacancies. It describes key steps in the selection process and provides a means for accomplishing these steps in a systematic fashion; however it is not intended to make selection decisions or to supersede personnel regulations. Three major sections are included: Reviewing Job Requirements and Establishing Selection Criteria, Formulating Behavioral Indicators, and Selecting Interview Techniques. The appendices contain examples of a job requirements list, a completed Selection Process Worksheet, and a blank worksheet which may be photocopied. (HD)

**ED 131 256** CE 008 406  
**Medical Radiologic Technology: A Suggested Two-Year Post High School Curriculum.**

Saint Louis Community Coll. at Forest Park, Mo.; Saint Louis Community Coll., Mo.

Spons Agency—Mississippi Research and Curriculum Unit for Vocational and Technical Education, State College; Office of Education (DHEW), Washington, D.C.

Pub Date 75

Contract—OEC-0-70-4478

Grant—OEG-0-72-4685

Note—105p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Course Descriptions, Curriculum Guides, \*Curriculum Planning, Health Occupations Education, Post Secondary Education, \*Program Planning, \*Radiologic Technologists

Prepared to aid in the planning and initiation of radiologic technology programs in community colleges and vocational technical schools, this curriculum guide should be useful to school administrators, advisory committees, and faculty, and may be modified to meet local, state, and regional needs. It contains full descriptions of 22 course offerings (covering the majority of the document), and examples of texts, equipment and costs, and library, faculty, and student qualifications. Included are a bibliography and eight appendices which present (1) information on The American Registry of Radiologic Technology, (2) a guide for writing contractual agreements in instances of hospital-college affiliation, (3) a glossary, (4) a description of organizations concerned in educational programs in radiologic technology, (5) evaluation procedures for college sponsored programs in radiologic technology, (6) criteria for identifying the sponsor of an education program, (7) procedure for accreditation, and (8) a registry requirement change as of 1974. (HD)

**ED 131 257** 08 CE 008 415  
*Borhani, Rahim*

**A Consortium Approach to Exemplary Career Education Program Development Involving Two Unified School Districts and Two Teacher Education Institutions. Final Report.**

## Document Resumes

**Kansas State Dept. of Education, Topeka.** Div. of Vocational Education; Kansas State Univ., Manhattan.  
**Spons Agency—Office of Education (DHEW), Washington, D.C.**  
 Bureau No—V361179  
 Pub Date Jun 76  
 Grant—OEG-0-73-5313  
 Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—Achievement Tests, Aptitude Tests, \*Career Education, Consortia, Cooperative Programs, Demonstration Projects, \*Educational Assessment, Elementary Secondary Education, Grade 3, Grade 6, Grade 8, Grade 12, Inservice Teacher Education, Instructional Materials, Material Development, Post Testing, Pretesting, Program Development, \*Program Effectiveness, Program Evaluation, School Districts, State Programs, Student Evaluation, \*Student Testing, Teacher Education, Teachers Colleges**

**Identifiers—Kansas, Kansas (Emporia), Kansas (Pittsburg)**

This is the final report of a Kansas state project which had four purposes: (1) Involvement of teacher training institutions with the unified school districts' career education program in order to gather information needed to provide realistic experiences for inservice education of future career education teachers, (2) involve the community in school activities, (3) generate additional occupational and career education materials for use of teachers and students, and (4) extend career knowledge opportunities to more students in Kansas. The first section of the report is an evaluation report of the project in the Unified School District in Pittsburg, Kansas, which presents results of a variety of standardized tests administered to students in grades 3, 6, and 9 to measure perceptions of themselves and the relations to peers, teachers and school; achievement in skills and content areas of the curriculum; and knowledge of different careers. (Tests used were the National Testing Service Self Observation Scales, the Harcourt Brace Metropolitan Achievement Tests, and the McGraw Hill Career Maturity Inventory.) The second section of the report, an evaluation of the project in Unified District in Emporia provides (1) background information of the overall Kansas project, (2) abstracts of characteristics of the community and school system, (3) description of the purpose, philosophy, and objectives of career education program, (4) process evaluation, and (5) product evaluation. It concludes that each of the goals was realized to a great extent and that the program increased student, faculty, and community awareness of how career education can be meaningfully integrated into many aspects of the educational system. (TA)

**ED 131 258 CE 008 418**

**Wahab, Zaher**

**Ideology and Adult Education in Sweden: Lesson for the U.S.**

Pub Date 76

Note—16p.; Paper presented at the Nation's Bicentennial Adult Continuing Education Congress (New York City, N. Y., November 18-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—\*Adult Education, \*Adult Education Programs, \*Continuous Learning, Foreign Countries, Political Influences, \*Political Socialization, Social Influences**

**Identifiers—Sweden**

Adult education in Sweden is closely interrelated with the prevailing ideology in that society. The predominant ideology in Sweden consists of firm and active commitment to lifelong learning, achieving the 'learned society', socioeconomic and political democracy, full employment, individual growth and dignity, and overall egalitarianism. Welfare, which includes the provision of lifelong education for all, is the ideological foundation of the Swedish sociocultural system. The relatively small, homogeneous, affluent, and value-consistent Swedish society makes the realization of such social principles a reality. About 18% of the national budget is allocated to education; 10% of that is earmarked for adult education. More than half of Swedish adults are engaged in some form of adult education program. These programs may be (1) Study Circles offered by voluntary educational associations, (2)

municipal and state-run schools for adults, (3) Folk High Schools (or people's colleges, imparting general civic knowledge), (4) labor market training, (5) on-the-job training offered by national and local governments and private companies in collaboration with their employees, (6) training programs of the trade union confederations, and (7) courses offered on radio, television, and through correspondence schools. (Author/SH)

**ED 131 259**

CE 008 436

**Carson, James E. Sparks, Peggy F.**

**A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.**

Tuskegee Inst., Ala. Human Resources Development Center.

Pub Date [73]

Note—57p.; This document is a 1973 revision of ED 066 651. For a related document see CE 007 193

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—\*Adult Basic Education, Adult Students, \*Basic Skills, \*Curriculum, Curriculum Guides, \*Daily Living Skills, Language Skills, Reading Skills, Student Characteristics**

**Identifiers—Alabama**

An adult basic education curriculum is presented, designed to raise the competencies of adults in the basic areas of oral and written communications, arithmetic, social sciences, occupational planning (including development of occupational concepts and attitudes) and development of self. Basic area skills and activities are presented in three levels: Level I (Grades 0-3), Level II (Grades 4-6), and Level III (Grades 7-9). Content is given in four sections. Section 1 discusses curriculum objectives, the philosophy of adult basic education, and describes learner characteristics of uneducated, "under-informed" and "under-achieving" adults, which are grouped as Level 1, Level 2, and Level 3, respectively. Section 1 also discusses qualities found in a good adult basic education teacher, principles of teaching, and a check-list of danger signs of the adult drop-out. Section 2 provides separate teaching outlines for each of the adult levels in the areas of reading, language arts, and arithmetic. Section 3 provides teaching outlines for the areas of social living, science and life, employment, the needs of everyday living, and tips for the consumer. Section 4 includes guidelines for preparation and a bibliography. (WL)

**ED 131 260**

08 CE 008 453

**Ahrnsbrak, Henry C. And Others**

**Third Party Evaluation Report of Career Education for Persons in Rural Areas. Primary Focus on Adults 16 and Over.**

North Central Technical Inst., Wausau, Wis.; Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

**Spons Agency—Office of Education (DHEW), Washington, D.C.**

Bureau No—F5005VW

Pub Date Jul 76

Grant—OEG-0-73-5292

Note—61p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—Adult Basic Education, Adult Education, \*Adult Vocational Education, \*Career Education, Curriculum Development, Disadvantaged Groups, Disadvantaged Youth, Elementary Secondary Education, English (Second Language), Program Development, \*Program Effectiveness, Program Evaluation, Rural Education, \*Rural Youth**

**Identifiers—Wisconsin**

The purpose of the project evaluated in this third-party report was for the North Central Technical Institute in Wausau, Wisconsin, to provide career education to the adult population (including youth 16 years of age and over) in school and out of school, in the area served by the North Central Vocational, Technical and Adult Education District. Particular emphasis was placed on meeting the needs of the small communities and rural areas. Career education concepts of self-awareness, career awareness, career exploration, career decisionmaking, and career preparation were incorporated into the project in that they were used as criteria in determining the needs of the individual and as guides to curriculum development. Services were provided by the project to adult populations including the unemployed, underemployed, employed, high school

dropouts, women, American Indians, and rural disadvantaged. Vietnamese and Russian populations were of sufficient number to warrant the formation of adult basic education classes and classes in English as a second language. Activities during the project's 3-year duration were evaluated as successful. Recommendations were made based on the evaluation data. The report contains an introductory chapter on the broad project setting, and chapters describing and assessing its accomplishments in services to adults, coordination of efforts with other agencies, promotion, and activities with K-12 schools (which were an extension of the original project design). (TA)

**ED 131 261**

08

CE 008 457

**Strong, Merle E. And Others**

**The Comprehensive Career Education System, Rockford, Ill.: A Third Party Evaluation.**

Rockford Public Schools 205, Ill.; Wisconsin Univ., Madison. Center for Studies in Vocational and Technical Education.

**Spons Agency—Office of Education (DHEW), Washington, D.C.**

Pub Date Jul 76

Grant—G00-75-0-2397

Note—74p.; Page 23 (Appendix A), containing a flow chart of the Comprehensive Career Education System, will not reproduce well due to small, faint type

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—Career Awareness, \*Career Education, Comprehensive Programs, Curriculum Development, Elementary Education, Elementary School Teachers, Material Development, \*Performance Criteria, Program Development, \*Program Evaluation, Secondary Education, Student Motivation, Teacher Attitudes, \*Teacher Evaluation, \*Teacher Participation, Teacher Workshops**

**Identifiers—Illinois (Rockford), PERT, Program Evaluation and Review Technique**

Objectives of the Rockford Elementary Career Education Project and the Program Evaluation and Review Technique (PERT) network were used as an organizing framework to discuss project accomplishments. Statements, data, findings, and discussions are presented for the nine project objectives which involved all 57 elementary schools in the Rockford public school system, teacher workshops, pre- and posttests, curriculum development and implementation, and instructional materials development. Possible impact of career education on student achievement in basic skills was also investigated through teacher interviews. A significant and recurring message in many examples from teacher interviews was that career education increases student motivation to attain competency in the basic skills by making them more relevant to later life in the world of work. It was concluded that although not all objectives were met completely, the project did have an impact on the educational program in Rockford; and because career education curriculum activities were integrated with other school efforts as contrasted to being an "add-on," opportunity for continued expansion should be enhanced. Appendices contain the PERT chart and computer printout, career education questionnaire, career education opinionnaire printout, results of the interviews, and results of the career education activities surveys. (TA)

**ED 131 262**

CE 008 491

**White, Thomas R. And Others**

**Development of Generalizable Model for Evaluation of Vocational Teacher Education. Final Report.**

Indiana Univ., Bloomington. School of Education.; Purdue Univ., Lafayette, Ind. Dept. of Education.

**Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.**

Pub Date Aug 76

Note—76p.; For a related document see CE 008 492

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—Cooperative Planning, Delivery Systems, \*Evaluation Criteria, Higher Education, \*Models, \*Program Evaluation, Research Projects, State Universities, Statewide Planning, \*Teacher Education, \*Vocational Education, Vocational Education Teachers**

**Identifiers—Indiana**

A joint project between Indiana and Purdue Universities was conducted to develop a model to evaluate vocational teacher education programs.

The model was to be functional on a statewide basis and generalizable to all vocational teacher education programs in Indiana. The project staff developed a conceptual basis for the model and cooperated throughout the project by meeting frequently and sharing materials developed. Specific procedures were (1) selection of an advisory committee representative of producer and user groups, (2) identification of the model components, (3) development of teacher education goals (functions), (4) validation of objectives by the advisory committee, (5) development of process and product criteria, (6) validation of criteria by the advisory committee, (7) development of the preliminary instruments for a single goal, (8) collection of preliminary data, (9) dissemination of the model through a statewide conference, and (10) production of a final report. The major product of the project is a model along with its conceptual basis for evaluating vocational teacher education and a suggested implementation plan. Included in the model are missions, goals, objectives, and criteria which are inclusive of vocational teacher education. Half of the final report consists of appendices which include data collection questionnaires and dissemination conference evaluation. (Author/HD)

**ED 131 263**

CE 008 492

**A Model for the Evaluation of Vocational Teacher Education.**

Indiana Univ., Bloomington. School of Education.; Purdue Univ., Lafayette, Ind. Dept. of Education.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Pub Date [76]

Note—114p.; For a related document see CE 008 491

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**Educational Objectives, \*Evaluation Criteria, Higher Education, Measurement Goals, \*Models, \*Program Evaluation, State Programs, State Standards, State Universities, Statewide Planning, \*Teacher Education, \*Vocational Education, Vocational Education Teachers

**Identifiers—Indiana**

Built on the premise that the primary delivery system for vocational teacher education in Indiana has been the public institutions of higher education, this model for evaluating the State's total professional development efforts is a classification scheme organized around three major mission areas of vocational teacher education and their corresponding eleven goal statements representing the expectations the State has for its vocational teacher education program: (1) Instruction Mission (Preservice, Inservice, Vocational Administrators, and Graduate Studies), (2) Research and Development Mission (Basic and Applied Research, Developmental Activities, and Evaluation Activities), and (3) Service Mission (Intra-University Activities, Local Education Association Activities, State Education Association Activities, and National Activities). Ninety-six objectives are listed under the eleven goal statements to describe what the vocational teacher education program will do in achieving a particular goal or in performing a particular function. Several hundred process and product criteria are then included under the objectives to specify the basic measurable components of each. An introductory section describes briefly the development and rationale for the model and traces the process of commitment, goal agreement, criteria assessment, data collection, interpretation and decision that must be followed by the institutions of higher education providing vocational teacher education services and the representatives of the State Board of Vocational-Technical Education in cooperation with user groups if the application of the model is to yield an effective analysis of the strengths and weaknesses of the State's total vocational teacher education effort as delivered through its institutions of higher education. (HD)

**ED 131 264**

CE 008 583

*Chapman, Elwood N.*

**Career Search: A Personal Pursuit.**

Science Research Associates, Inc., Chicago, Ill.

Pub Date 76

Note—159p.

Available from—Science Research Associates, Inc., Chicago, Ill. 60611 (0-574-20005-3 \$4.95)

Document Not Available from EDRS.

**Descriptors—**\*Career Choice, Career Education, \*Career Exploration, Career Opportunities, \*Career Planning, Cluster Grouping, Employment, \*Goal Orientation, Individualized Programs, \*Information Seeking, Instructional Materials, Job Search Methods, Learning Activities, Occupational Clusters, Occupational Guidance, \*Occupational Information, Personal Values, Resource Guides, Resource Materials, Textbooks

A sequential 20-step system of career exploration is described in this book. Designed as a basic and complete text for career guidance courses, it may also be used on a do-it-yourself or independent basis. Objectives of the book are to (1) simplify the career search process by providing an effective step-by-step system, (2) individualize the approach, and (3) make maximum use of publications and aids found in career centers and guidance offices. Phase 1 of the system focuses on building a career prospect list. Steps include these: Start prospect list, expand prospect list, take an interest survey, start basic research, listen to cassettes, use other available aids, evaluate survey results, do research in "Occupational Outlook Handbook", cluster prospects, and review Phase 1. Phase 2 focuses on the process of elimination, and contains the following steps: Learn about values, discover personal values, match values to prospects, challenge prospects on ability and aptitude, reduce prospects to five, arrange interviews, reduce to three, make first choice, and see advisor. Each step contains a career case designed to involve students in discussions and encourage individual thinking. Suggested answers to these cases are included. Appendix 1 lists inventories, surveys, and tests. Appendix 2 suggests career search aids, and Appendix 3 contains a student bibliography. (TA)

**ED 131 265**

CE 008 587

*Rosen, Harvey S.*

**Taxes in a Labor Supply Model with Joint Wage-Hours Determination.**

Pub Date May 76

Note—25p.; Some text and footnotes will be marginally legible due to small print of original document

Journal Cit—Econometrica; v44 n3 May 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Economic Research, Females, Income, Labor Economics, \*Labor Force, \*Labor Supply, Mathematical Models, \*Taxes, Tax Rates, \*Wages, Working Hours, \*Working Women

**Identifiers—**Income Taxes, Married Women, New Jersey

Payload and progressive income taxes play an enormous role in the American fiscal system. The purpose of this study is to present some econometric evidence on the effects of taxes on married women, a group of growing importance in the American labor force. A testable model of labor supply is developed which permits statistical estimation of a "coefficient of tax perception." Unlike previous models of labor supply, it allows for the possibility that the wage may depend on number of hours worked. Contrary to much of the literature, the results of this paper strongly suggest that marginal tax rates do have an important impact on labor force behavior. Section 1 reviews briefly the past thought on this problem. Section 2 develops a model to explain work decisions when an individual faces a whole set of wage-hour combinations, rather than a given wage independent of the number of hours he works. In Section 3 a model is modified to permit an explicit test of whether or not taxes affect individuals' labor supply decisions. Estimation problems are discussed at length, and the empirical results are presented. A concluding section contains a summary and suggestions for future research. (Author)

**ED 131 266**

CE 008 591

*Wirtz, Willard*

**Community Education Work Councils. Occasional Paper No. 17.**

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date 76

Note—13p.; Speech presented as one of a series of staff development lectures at the Center for Vocational Education, Ohio State University, Columbus, Ohio

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Citizens Councils, \*Community Programs, Cultural Pluralism, \*Educational Policy, Employment Programs, \*Employment Services, Social Factors, Unemployment, Vocational Counseling, \*Vocational Education, Youth Employment

The president of the National Manpower Institute discusses the possibility of establishing a new set of institutions—for the development and implementation of education-work and vocational education policy—not in the "world of education" but in broader community. He suggests that there be community education work councils, designed to serve as go betweens for matching student need with those of employers. The council would be composed of representatives of the schools, employers, labor unions, service organizations, the media, and the public at large (including its younger contingent). Although the author views such a change as having difficulties, he suggests that something of this nature is commended by three increasing imperatives: (1) to meet what will be a constantly worsening youth unemployment problem unless we can develop an "economics as if people mattered;" (2) to channel constructively the emergent force of increased citizen involvement in community affairs; and (3) to exploit the possibilities that lie in making the human experience a continuing opportunity for both learning and working. According to the author, a larger pluralism in the structure of education-work or vocational education policy seems to be the key to developing and using the limitless human resource which alone affords the prospect of economic and societal growth upon which the future depends. Audience questions and the author's answers to them follow the lecture script. (WL)

**ED 131 267**

CE 008 592

*Simpson, Elizabeth J.*

**The Home as a Learning Center for Vocational Development. Occasional Paper No. 16.**

Ohio State Univ., Columbus. Center for Vocational Education.

Pub Date Jul 76

Note—12p.; Speech presented as one of a series of staff development lectures at the Center for Vocational Education, Ohio State University, Columbus, Ohio

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Delivery Systems, \*Educational Alternatives, Elementary Secondary Education, Family Resources, \*Family Role, \*Home Instruction, Home Study, \*Instructional Technology, Multimedia Instruction, Post Secondary Education, Speeches, \*Supplementary Educational Centers, \*Vocational Development

It is the role of those in the field of vocational education to become involved and help shape educational delivery to the needs and purposes of the learner. There is a need to recognize advances in media of communication, such as television and audio-video cassettes, that make possible a new role for the home as a learning center for vocational development since home study has the advantage of feasibility at all stages in the life cycle, at all social and economic levels, and in all geographic areas. A home-based system of education could provide for widely expanded choices of courses and curricula through a variety of instructional media designed to: (1) reach young children who are developing concepts of work, leisure, occupational possibilities, (2) provide for training and retraining for occupational competency on the part of students, employed persons, homemakers and others, (3) help the older worker find new career direction, (4) develop competencies needed by both men and women for their roles as homemakers and family members, and (5) promote the personal development and sense of worth of persons of all ages. The home learning center concept deserves attention not only from vocational educators, but also from curriculum developers, educational technology specialists and research personnel, and home economists. (SH)

**ED 131 268**

CE 008 597

**Helping to Develop a Provincial Continuing & Community Education Policy. A Paper Inviting Public Response.**

British Columbia Dept. of Education, Victoria.

Pub Date Sep 76

Note—25p.; Paper prepared for public meetings on continuing and community education in British Columbia

## Document Resumes

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
**Descriptors—**\*Adult Education, \*Citizen Participation, \*Community Education, \*Continuous Learning, Educational Policy, \*Policy Formulation

**Identifiers—British Columbia**

Prepared by a group of British Columbia adult educators involved in the administration and delivery of programs, this paper is intended to stimulate thinking concerning adult education policy by soliciting representative input from individuals and community groups. After a brief introduction, the role of each public educational institution, in relation to current adult education, is described. These institutions include school boards, community colleges, vocational schools, British Columbia Institute of Technology, and public universities. Current concerns related to adult education practices are also described and include low priority, inadequate funding, limited co-ordination, lack of assessment, unequal access, inadequate program development, and inadequate counseling. The paper concludes with six basic issues which may be of special interest to educators and citizens in general. (SH)

**ED 131 269 CE 008 621**

*Mirengoff, William Rindler, Lester*

**The Comprehensive Employment and Training Act. Impact on People, Places, Programs. An Interim Report.**

Ford Foundation, New York, N.Y.; National Academy of Sciences - National Research Council, Washington, D.C. Assembly of Behavioral and Social Sciences.

**Pub Date 76**

Note—189p.; Staff paper prepared for the Committee on Evaluation of Employment and Training Programs, National Academy of Sciences

Available from—Printing and Publishing Office, National Academy of Sciences, 2101 Constitution Avenue, Washington, D.C. 20418 (0-309-02443-9, \$6.00)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors—**City Government, \*Decentralization, Delivery Systems, \*Employment Programs, \*Federal Legislation, \*Federal Programs, Job Training, Labor Legislation, Local Government, \*Manpower Development, National Surveys, Program Administration, \*Program Evaluation, Public Policy, State Programs Identifiers—CETA, Comprehensive Employment and Training Act, United States

Part of a larger study of the social, economic, and political effects of the new Federal approach to delivery of manpower services, this report covers the early transition period (January-April 1975) of the Comprehensive Employment and Training Act of 1973 (CETA-P.L. 93-203), which was the first in a series of proposed special revenue-sharing bills transferring control over a large portion of Federal revenues to state and local jurisdiction for flexible use in lieu of a variety of categorical Federal manpower programs. Methodology described for this phase of the study consisted of a series of interviews by 20 resident field research associates selected to follow the implementation and operation of CETA for three years in a sample of 28 units of government that encompass all types of prime sponsors (six cities, nine counties, nine consortia, and four states) and represent variations in population and degree of unemployment. Focus is on six substantive concerns in Title I (Comprehensive Manpower Services): (1) distribution of resources, (2) planning process, (3) administrative process, (4) arrangements for delivering services to program clients, (5) mix of manpower programs, and (6) type of people served. One chapter is devoted to each concern, each with a 2-page summary, and one chapter provides an overview of CETA in the context of decategorization and decentralization. A list of manpower acronyms, statistical tables, and a bibliography is appended. (WL)

**ED 131 270 CE 008 626**  
**Project HEAR: A Unique Program in Career(s) Education.**

Cogent Associates, Princeton, N.J.

**Pub Date [76]**

**Note—20p.**

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Career Awareness, Career Choice, \*Career Education, Career Exploration, \*Curriculum Development, Curriculum Evaluation, Elementary Secondary Education, Inservice

**Teacher Education, Instructional Materials, \*Nondiscriminatory Education, Program Descriptions, Program Evaluation, Sex Role, \*Sex Stereotypes, \*Student Centered Curriculum**

**Identifiers—New Jersey, \*Project HEAR**

Field testing and evaluation of Project HEAR (Human Educational Awareness Resource) are reported in this document. The program described consists of Primary, Intermediate, and Secondary Learning Units (resource curriculum materials) which are non-sexist, ungraded, skill-building, student-centered, sequentially organized, and experiential. The stated purpose of the project is both to present students with meaningful and realistic exploration of the world of work and to remove myths and stereotypes from career choice. Curriculum materials were field tested over 3 years in 13 New Jersey school districts with approximately 3,000 students using the program. The project was validated in 1975 by a U.S. Office of Education Team as a program which has achieved statistically and educationally significant results in the attainment of its goals, proved cost effective, and is exportable. Conclusions reported were that Project HEAR had a significant effect in (1) changing stereotypical attitudes toward occupations, (2) increasing preferences for sex-asynchronous occupations for participating elementary school students, (3) increasing knowledge of the world of work for participating middle school students, and (4) increasing the consistency of occupational preference with interests for participating secondary school students. The three multimedia packaged learning units for each level and inservice training programs are described. (TA)

**ED 131 271 CE 008 634**

*Barrett, Gerald V. And Others*

**The Relationship Between Individual Attributes and Job Design: Review and Annotated Bibliography. Technical Report 6.**

Akron Univ., Ohio. Dept. of Psychology.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

**Pub Date Aug 75**

**Contract—**N-00014-75-A-0202-0001; NR-151-351 Note—496p.; For related documents, see ED 113 488-489 and ED 126 129-130

Available from—Department of Psychology, University of Akron, Akron, Ohio 44325 (\$7.00)

**Document Not Available from EDRS.**

**Descriptors—**Annotated Bibliographies, Employment Trends, \*Individual Characteristics, Job Analysis, \*Job Development, \*Job Satisfaction, Labor Problems, Literature Reviews, Productivity, \*Task Analysis, \*Task Performance, Working Hours, \*Work Simplification

The annotated bibliography, review of literature, and glossary of terms contained in this document relate to current and past trends in job design. Topics covered are Quality of Work Life; Conceptual and Theoretical Framework for Job Design; Measurement of Tasks and Job Structural Attributes and Tasks; Survey Research on Job Design; Case, Field, and Laboratory Studies of Job Design; and Interaction of Individual and Group Variables with Job Design. (WL)

**ED 131 272 CE 008 657**

**Exemplary Competency-Based Vocational Teacher Education Project: Vocational Business Education Component. Competency Identification Phase: Professional Competencies for Vocational Business Education Teachers in Florida. Series No. 4.**

Florida State Univ., Tallahassee. Program of Vocational Education.

Spons Agency—Florida State Dept. of Education, Tallahassee. Div. of Vocational Education.

**Pub Date 76**

**Note—**42p.; Pages 28-31 (the Table of Importance Ratings of Competencies by Business Education Teachers) may not reproduce well in hard copy because of small, faint type. For related documents see CE 008 244-246, CE 008 366-369, and CE 008 657

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Business Education, \*Business Education Teachers, Job Analysis, \*Performance Based Teacher Education, \*Performance Criteria, Program Development, State Surveys, Tables (Data), \*Task Analysis, Teacher Certification, Teacher Education, Teacher Qualifica-

tions, Vocational Education, \*Vocational Education Teachers  
**Identifiers—Florida**

One of a series of nine reports of Project ACTIVE (Attaining Competence for Teaching in Vocational Education), this report focuses on identification and validation of professional competencies (skills) important to vocational business education teachers. An overview of competency-based vocational teacher education (CBTE) and the Florida exemplary CBTE project is provided. The competency identification phase of the vocational business education component (one of nine project components) is described including a literature review and expansion of 65 competencies identified in an earlier study to 92, which were then ranked in importance by 24 members of the Florida Chapter of Delta Pi Epsilon, an honorary graduate business education fraternity dedicated to research in the field of business education. The 92 competencies are listed in a table with their mean importance ratings and rank. Appendices contain instruments used in the study and a 34-item bibliography. (TA)

**ED 131 273 08 CE 008 667**

**REVAMP: Revitalize the Vocational and Academic Multifarious Program through Career Education. Final Report.**

South Portland School Dept., Maine.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—V361112

Pub Date Jul 76

Grant—OEG-0-73-5305

**Note—**608p.; For related documents see CE 007 789 and ED 113 952

**EDRS Price MF-\$1.16 HC-\$32.81 Plus Postage.**

**Descriptors—**Career Awareness, \*Career Education, Career Exploration, Career Planning, \*Curriculum Development, Curriculum Guides, Curriculum Planning, Educational Resources, \*Elementary School Curriculum, Elementary Secondary Education, Guidance Services, \*High School Curriculum, Instructional Materials, Language Arts, Learning Activities, Occupational Guidance, Post Secondary Education, Program Descriptions, Program Development, Resource Materials, \*Vocational Development Identifiers—Maine (South Portland)

A 3-year developmental program in career education for grades kindergarten through 14 (K-14) conducted by the South Portland, Maine schools is described in this report which also contains curriculum materials produced by the project. Goals are outlined for career awareness (K-6), career orientation and exploration (7-9), career preparation (10-12), and post high school program recycling (13-14). Revising curricula at the elementary and secondary levels and restructuring and revising guidance services in grades 7-12 are presented as major project goals. The document contains a summary of the report followed by the body of the report, which fully covers program objectives, design, procedures, and results and accomplishments. The six appendices constitute the major portion of the document (537 pages) and provide (1) an outline of the career development design; (2) the final report of the Career Guidance Institute; (3) a human resource directory for teacher and student use called SHIFTED (Shadowing, Interviewing, Field Trips, Talks, Educational Materials, Demonstrations); (4) a career awareness program (K-6) curriculum guide for elementary teachers (172 pages); (5) a language arts curriculum guide for grades 7-12 (222 pages); and (6) a secondary guidance handbook (40 pages). (TA)

**ED 131 274 CE 008 680**

**Coordinating Volunteers Serving Local Governments. An Evaluation of the C/C/R Volunteer Coordination Programs Funded by ACTION.**

Team Associates Inc., Washington, D.C.

Spons Agency—ACTION, Washington, D.C.

Pub Date [75]

**Contract—**74-043-0035

**Note—**142p.; Some papers will not reproduce well due to faint, broken, and small type

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors—**Action Programs (Community), Community Programs, \*Coordinators, \*Federal Programs, Interagency Coordination, \*Local Government, National Surveys, Program Coordination, \*Program Evaluation, \*Volunteers, Volunteer Training

**Identifiers—**\*ACTION, United States

The City/County/Regional Government Volunteer Programs Coordinator Program was inaugurated by ACTION as one of several projects to test whether the Federal government can play an expanded role in the volunteer movement. ACTION invited interested city, county, and regional governments to submit proposals for participation in a series of 1-year, nonrenewable grants for the purpose of expanding and/or improving their services to the poverty community through the hiring and support of a Volunteer Programs Coordinator. Thirty-nine such grants were awarded. In order to determine the impact of the C/C/R Program on local government and community, an evaluation was conducted with the following objectives: (1) To collect information relative to each of the 36 selected sites, (2) to prepare and submit site visit evaluation reports, and (3) to prepare five program models that have a potential for national replication. The study consisted of data collection and review by TEAM staff members doing personal interviews with C/C/R Program personnel, agency personnel, government and private related services agencies, and other ACTION programs. Instruments were developed and used solely by the interviewers. The overall conclusion is that the program is a success, that grantees exceeded expectations outlined in the guidelines by extending and expanding the services being provided by public agencies and making contributions to the field of volunteerism by opening opportunities not realized before in local government. Complete findings and recommendations are included. Appendixes contain lists of sites evaluated and various record keeping system forms (samples of various volunteer application, job description, and other forms). (WL)

**ED 131 275 CE 008 681**

Nehnevaja, Jiri Karelitz, Ann P.

**Patterns of Volunteering Activities in Standard Metropolitan Statistical Areas.**

Pittsburgh Univ., Pa. Center for Urban Research. Spons Agency—ACTION, Washington, D.C.

Pub Date Jun 76

Contract—75-043-1047

Note—227p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Activities, \*Behavior Patterns, Community Surveys, Demography, \*Metropolitan Areas, \*Motivation, National Surveys, Religious Factors, Social Work, Statistical Surveys, Urban Areas, Voluntary Agencies, \*Volunteers, Work Attitudes, Work Experience, Working Hours

**Identifiers—United States**

This analysis of a 1974 ACTION-sponsored Bureau of Census survey of the extent of volunteer activity in the United States opens with the observation that some 37,000,000 Americans did volunteer work in 1974, an increase of 18% to 24% since 1965. Chapter headings are (1) Alternative Outcomes: Some Implications, (2) Volunteering Roles and Hours, (3) Frequency of Volunteering, (4) Volunteering in Religious Activities, (5) Time of First Volunteering, (6) Reasons for Initial Non-Religious Volunteering, (7) Plans to Continue Volunteering, (8) Reasons for Continued Volunteering, (9) Unactualized Volunteering Intentions, (10) A Sample Trade-Off Analysis, (11) One Week's Volunteers, (12) One Week's Activities, (13) Some Major Configurations, and (14) Summary and Implications. Statistical tables, charts, and graphs are included. (WL)

**ED 131 276 CE 008 687****Career and Vocational Education: 1975 State Activity. Draft Paper.**

Education Commission of the States, Denver, Colo.

Pub Date [76]

Note—82p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Career Education, \*Educational Legislation, Educational Research, Indexes (Locators), National Surveys, Program Descriptions, \*Research Projects, Resource Guides, State Agencies, State Legislation, \*State Programs, \*Vocational Education

**Identifiers—United States**

Short summaries of State legislation, projects, and studies are included in this brief arranged in alphabetical order by state, with projects and studies identified as such. Index terms appear correspondingly in the right margins of each page as

a guide to the subject of each item, as well as in the index, and a state-by-state guide is listed in the table of contents. All legislation listed in this brief has been enacted. The bill number and, when possible, statute number are noted in the left margin along with the state abbreviation. The booklet is the result of collecting education legislation and of the 1975 Survey of the States, a questionnaire survey of state education agencies, legislative service agencies, teacher organizations, and school board associations. The information is published as raw data. The survey instrument reproduced in the appendix is aimed at (1) validation of information collected and (2) additions to this collection. Most of projects and studies described contain the name and address of a resource person. State education agencies and legislative service agencies are listed in the appendix. (TA)

**ED 131 277 CE 008 714**

Whiteford, Emma B.

**Special Needs Students in Regular Home Economics Programs: 1976 Survey of Selected Minnesota Secondary Teachers. Report of a Study.**

Minnesota Univ., St. Paul. Div. of Home Economics Education.

Spons Agency—Minnesota State Dept. of Education, St. Paul. Div. of Vocational and Technical Education.

Pub Date Aug 76

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Educational Needs, \*Exceptional (Atypical), Exceptional Students, Gifted, \*Handicapped Students, Home Economics Education, \*Home Economics Teachers, Low Ability Students, \*Needs Assessment, School Surveys, State Surveys, \*Teacher Attitudes

**Identifiers—Minnesota**

As Phase I of a Minnesota home economics curriculum improvement project, a study was conducted to determine the number of special needs students who were programmed into regular home economics classes in the State of Minnesota in 1976 and the extent to which secondary home economics teachers identified them and made provision for their needs. A questionnaire was sent to a stratified sample of 364 secondary teachers, and 298 responses were received. Of these, 260 or 71.4%, sent data which was analyzed systematically; free response was summarized from all of the 298 returns, which represent 81.9% of the sample population of Minnesota home economics teachers. The results provide information for use in teacher-training programs as increasing numbers of students are "mainstreamed" into regular programs instead of being provided for in segregated programs. A detailed description of the methodology, summary of major findings, and a selected reference list are included. Appendixes include the questionnaire used to survey home economics teachers, a list of modifications in home economics and/or space and equipment reported by the teachers, and lists of concerns of the teachers relative to special needs students in home economics classrooms. (Author/WL)

**ED 131 278 CE 008 719**

Sica, Morris G.

**Teacher Training Project in Adult Basic Education. September 1975 through August 1976.**

California State Univ., Fullerton.

Spons Agency—California State Dept. of Education, Los Angeles; Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Note—88p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Adult Basic Education, Adult Educators, Core Courses, Course Descriptions, \*Curriculum Evaluation, Higher Education, In-service Teacher Education, \*Preservice Education, Program Evaluation, \*Teacher Education Curriculum

**Identifiers—California, California State University**

Fullerton

This annual report is an evaluation of an adult basic education teacher training project at California State University in Fullerton in which 5 core courses and 10 elective mini-courses were offered to 25 participants who would eventually be certified as instructors and to interested inservice personnel in Orange County and adjacent areas. The principal thrust of the project was to

offer practical courses in methodology of instruction appropriate to the needs of adults with limited English-speaking ability and to those who are economically and/or socially disadvantaged. Chapter 1 describes the model for the program evaluation. Chapter 2 describes the overall plan for the project, including a brief assessment of its accomplishments as of the date of presentation of the interim evaluation report, January 15, 1976. Chapter 3 describes the program in action. Descriptions of core courses are given in detail along with analyses of the relationship of topics and other course components to the potential accomplishment of course objectives. Specific recommendations are made in this chapter. Chapter 4 focuses on presentation and analysis of statistical data to discern the outcomes of the project based on 26 competencies which were designated as the specific goals of the project. Conclusions indicate that based on assessments of competencies at the beginning and the end, 22 of the 23 students who completed the program successfully attained the criterion level of performance. The appendix contains an illustrative course evaluation questionnaire, competency self-assessment scale, attitude scale, and instructor and course evaluation forms. (WL)

**ED 131 279 CE 008 729**

Duke, C.

**Australian Perspectives on Lifelong Education.**

Australian Education Review, Number 6.

Australian Council for Educational Research, Hawthorn.

Pub Date 76

Note—104p.

Available from—Lawrence Verry, Inc., Mystic, Connecticut 96355 (\$3.50)

**Document Not Available from EDRS.**

Descriptors—\*Continuation Education, \*Continuing Learning, Educational Change, \*Educational Development, Educational Strategies, Educational Trends, Foreign Countries, \*School Community Relationship, Social Influences

**Identifiers—\*Australia**

This essay explores the connections between such ideas as industrial democracy, deschooling, community and alternative schools, conscientisation, community development, and lifelong and continuing education. It challenges existing purposes, processes and content of schooling, and the assumptions underlying these about learning and socialization, and is written from a conviction that lifelong education, properly qualified and guarded from certain dangers, would be a better educational philosophy and system for Australia today and tomorrow than the present philosophy and system. An attempt is made to explicate the meaning and present status of the lifelong education concept in an effort to help sponsor its arrival and implementation. Discussion centers around the areas of (1) terms and meanings, (2) some overseas trends, (3) Australian education: tradition and change, and (4) analysis and prognosis. An extensive listing of sources and further readings is appended. (WL)

**ED 131 280 95 CE 008 731**

Mannebach, Alfred J., Ed.

**Source Units Developed as Part of an Internship Program in Agriculture/Agrisbusiness.**

Connecticut State Dept. of Education, Hartford. Div. of Vocational Education; Connecticut Univ., Storrs. Dept. of Higher, Technical, and Adult Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No—504-A-150003F

Pub Date Jul 76

Grant—G-310-75-003-(504)

Note—64p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Agriculture, Instructional Materials, \*Skill Development, Teacher Developed Materials, Teaching Guides, Teaching Skills, \*Vocational Agriculture

This guide includes 12 source units of instruction developed by teachers of vocational agriculture who participated in an internship program in agriculture/agribusiness, which was designed to update the knowledge and skills of teachers of vocational agriculture in their areas of teaching specialization and to develop source units of instruction based upon the experiences of the interns. Each source unit follows a common format which includes a situation, motivational

questions, motivational activity, teacher objectives, content, materials and equipment needed, and references. The units cover (1) Dog Grooming, (2) Floral Arranging, (3) Marking and Tallying Forest Products, (4) Horsemanship, (5) Managing a Small Stable, (6) Establishing a Retail Produce Agribusiness by Wholesale Buying, (7) Harvesting Logs from the Woodlot, (8) Servicing and Maintaining Small Gasoline Engines, (9) Operating and Maintaining Chainsaws, (10) Equitation: Improving Riding Skills, (11) Maintaining Herd Health, and (12) Selling Farm and Garden Supplies. (WL)

**ED 131 281** 95 CE 008 777

Hoyt, Kenneth

**Teachers and Career Education. Monographs on Career Education.**

Office of Career Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Career Education, \*Educational Philosophy, Elementary Education, Elementary School Teachers, Higher Education, Learning Processes, Program Development, Program Evaluation, Student Teacher Relationship, \*Teacher Characteristics, \*Teacher Education, Teacher Influence, \*Teacher Role

The set of papers included in this monograph is intended to provide a conceptual framework for viewing examples of actual implementation of career education in the classroom. These papers emphasize the key importance of the classroom teacher to the career education effort. Characteristics of today's "good" teacher are discussed in the first paper in terms of value systems. The second paper examines career education and the teaching/learning process under four topics: (1) The rationale for career education in the classroom, (2) use of career implications of subject matter as motivational devices, (3) implications of expanding the parameters of the teaching/learning process, and (4) implications of career education for the philosophy of teaching. The third paper concerns the evaluation of career education and implications for instruction at the elementary school level. The problem of career education as a vehicle for change in teacher education programs is addressed in the last paper. The concluding section of the monograph discusses four assumptions which have implications for teacher education institutions in adopting positions and taking action regarding career education. (TA)

**ED 131 282** CE 008 870

Humphreys, Harvey

**Bicycle Repair Course of Instruction. Final Report.**

Pennsylvania School for the Deaf, Philadelphia. Spons Agency—Pennsylvania Research Coordinating Unit for Vocational Education, Harrisburg.

Report No—VT-103-202

Pub Date Jun 75

Note—123p.; Not available in hard copy due to marginal reproducibility of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Curriculum, Curriculum Guides, \*Deaf, Job Analysis, \*Multiply Handicapped, Occupational Surveys, \*Repair, Special Education, Teaching Guides, \*Trade and Industrial Education

Identifiers—\*Bicycle Repair

Developed for an occupational training program in bicycle repair for the multiply-handicapped deaf student, this curriculum guide is organized around three levels of achievement each having a specific terminal objective and corresponding to a predetermined employment entry-level skill. Level I is a general service level; Level II, advanced service and general mechanical repair; and Level III, advanced mechanical repair and shop management. The course outline for all levels is presented in chart form. Examples of units of instruction are Tires, Tubes, Wheels, Frames, Brakes, Accessories, Crank Unit, Engineering Principles, and Shop Management. For each lesson topic within the unit, the teacher objective, student activity, and bibliographic reference are presented. Guidelines for implementing the course include lists of general student requirements and entry skills, facility

description, and lists of tools, equipment, parts, and supplies. A bibliography contains both texts and reference materials. (The curriculum was developed from the results of a questionnaire survey of 15 local bicycle repair centers. The questionnaire consisted of a task inventory, and respondents were asked to indicate those tasks which students should be able to do correctly for entry-level employment.) Survey results and project forms are appended. (RG)

**ED 131 283** 95 CE 008 871

Davison, Sandra

**The Young Worker and the Law: A Guide for 14-18 Year Olds.**

Pontiac City School District, Mich. Dept. of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-103-203

Note—46p.; For related documents, see CE 008 872 and CE 008 923-926

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Child Labor Legislation, Federal Legislation, \*Job Application, \*Occupational Information, Resource Guides, Secondary Education, Secondary School Students, Wages, Working Hours, Young Adults, \*Youth Employment

This guide was developed for young people who are employed or who are seeking employment. Written in an informal, easy-to-read style, it provides steps in obtaining employment and explains young people's rights and responsibilities as beginning employees. The contents provide information about social security requirements, work permits, wages, taxes, insurance, working hours, hazardous occupations, cooperative education, and work study. Sample work application and letter forms are also included along with a glossary of helpful terms. (NJ)

**ED 131 284** CE 008 872

Guerber, Gaer C.

**Youth Employment Laws: A Handbook for Supervisors of Young Workers.**

Pontiac City School District, Mich. Dept. of Research and Evaluation.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-103-204

Note—37p.; For related documents, see CE 008 871 and CE 008 923-926

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administrator Guides, \*Child Labor Legislation, Cooperative Education, Education, \*Employers, Federal Legislation, Instructor Coordinators, Labor Legislation, \*Legal Responsibility, Minimum Wage Legislation, Resource Guides, \*School Responsibility, Working Hours, \*Youth Employment

Prepared by an attorney, this guide is intended for school personnel involved in the work placement of students. Pertinent youth employment laws are condensed and interpreted, providing a reference guide for both school personnel and employers. Information is provided about the Fair Labor Standards Act of 1938, the Little Juvenile Employment Act, minimum wages, hours of work, responsibility of the work coordinator, and non-paying work experience. Also included are answers to questions frequently asked by employers, work coordinators, and school administrators. (NJ)

**ED 131 285** 08 CE 008 873

**Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Four of Five Volumes. Appendix C.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-103-205

Bureau No—V257018

Pub Date 14 Jun 76

Grant—OEG-0.72-4677

Note—346p.; For related documents, see CE 008 927-929 and CE 008 873-874

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—\*Agricribusiness, Behavioral Objectives, Career Awareness, \*Career Education, Career Exploration, \*Cognitive Tests, \*Criterion Referenced Tests, Educational

Research, Elementary Secondary Education, \*Environmental Education, Item Analysis, Unit Plan, \*Vocational Education

This volume of the report presents Criterion-referenced tests developed to assess student achievement in classes whose teachers did or did not use curriculum guides (developed in phase 1 of this project) for instructional decisionmaking. A total of 38 cognitive tests are included: 8 for career awareness units, 4 for career exploration units, and 26 for career preparation units in the areas of agricultural production and agricultural supplies and services. In addition, two affective tests, one for grades 4 through 6 and one for grades 7 through 9, assess the students' attitudes and appreciations concerning the world of work. A table follows each test which presents the correct test answers, results of the final item analysis, and test reliability. Information provided for each item includes relative difficulty, PHI coefficient, point biserial coefficient, and discrimination index. Tests in the career preparation units are preceded by a statement of student performance objectives for the unit. (RG)

**ED 131 286** 08 CE 008 874

**Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Five of Five Volumes. Appendix D.**

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No—VT-103-206

Bureau No—V257018

Pub Date 14 Jun 76

Grant—OEG-0.72-4677

Note—423p.; For related documents, see CE 008 927-929 and CE 008 873-874

**EDRS Price MF-\$0.83 HC-\$22.09 Plus Postage.**

Descriptors—\*Agricribusiness, Behavioral Objectives, Career Education, \*Cognitive Tests, Conservation (Environment), \*Criterion Referenced Tests, Educational Research, \*Environmental Education, Forestry, \*Item Analysis, Ornamental Horticulture, Senior High Schools, Unit Plan, Vocational Education

This volume of the report presents criterion-referenced tests developed to assess student achievement in classes whose teachers did or did not use curriculum guides (developed in phase 1 of this project) for instructional decisionmaking. A total of 44 tests are included in the following career preparation areas: agricultural equipment and mechanics (8 tests), agricultural products-food processing (5 tests), ornamental horticulture (13 tests), agricultural resources (8 tests), forestry (6 tests), and environmental protection (4 tests). Each test is preceded by a statement of student performance objectives for the unit and is followed by a table which presents the correct test answers, results of the final item analysis, test reliability, and number of tests given. Information provided for each item includes relative difficulty, PHI coefficient, point biserial coefficient, and discrimination index. (Author/RG)

**ED 131 287** CE 008 878

**Using the "Dictionary of Occupational Titles" as a Source of Occupational Information.**

Colorado State Univ., Ft. Collins. Curriculum Materials Service.

Report No—VT-103-210

Pub Date 14 Jun 75

Note—67p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Individualized Curriculum, Instructional Materials, \*Learning Activities, \*Occupational Information, Programmed Texts, \*Resource Materials, Study Guides, Vocational Education

Identifiers—\*Dictionary of Occupational Titles, DOT

This individualized instructional module is designed to instruct the learner in the use of volumes 1, 2, and 3 of the "Dictionary of Occupational Titles" (DOT), and its two supplements. It contains learning objectives, a pretest, a post-test, test and worksheet keys, and learning activities with accompanying worksheets. Appendixes contain additional explanatory material regarding use of the DOT. (NJ)

**ED 131 288** CE 008 884  
*Robinson, James B. Hanjus, Anthony J.*  
**A Standard Training Plan for Distributive Education Cooperative Work Programs. (Revised Spring, 1976).**

Report No.—VT-103-216

Pub Date Jun 76

Note—53p.; For a related document (earlier version) see ED 091 590

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Cooperative Education, \*Distributive Education, Individualized Programs, \*Job Analysis, Manuals, Occupational Information, \*Records (Forms), Secondary Education, Student Evaluation, Task Analysis

Identifiers—Standard Training Plan, STP

Prepared to assist the distributive education work coordinator in using the Standard Training Plan (STP) for the cooperative program work assignments of students, this manual describes the development of the STP, provides instructions for its use, and discusses some specific problem areas. The author takes the approach that what is needed is a basic listing of areas most common to most distributive jobs, and a basic task listing common to each of these areas, with plenty of space provided for adding or deleting items, depending on the nature of the actual job under consideration. It is emphasized that with added input of the coordinator, the student, and the employer, the STP provided here should develop into an individualized plan consonant with the school program, the student's career objective, and the needs of the employer. Exhibits include (1) a complete reproducible set of STP parts which include a cover sheet, major work category sheets, and training plan sheet with job description; (2) copies of the 12 major work category sheets (Company Policies, Selling, Cash Register Operation, Other Sales Transactions, Product/Service Technology, Stockkeeping and Inventory, Reports and Records, Receiving and Checking, Marking, Display and Advertising, Other Specific Job Duties, and Career Development), each with task description lists and space for recording date and place of task completion; and (3) sheets containing job descriptions for 12 of the most commonly encountered jobs in distributive education. A bibliography is also included. (Author/RG)

**ED 131 289** 95 CE 008 894  
**Language Arts Curriculum Guide: Grades Seven-Twelve.**

South Portland School Dept., Maine.

Spons Agency—Maine State Dept. of Educational and Cultural Services, Augusta. Vocational Education Research Coordinating Unit, Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-226

Pub Date Jun 76

Note—237p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Career Education, Course Descriptions, \*Curriculum Development, Curriculum Guides, \*English Curriculum, English Education, Grade 9, High School Curriculum, \*Language Arts, \*Learning Activities, Secondary Education, Teacher Developed Materials, Units of Study (Subject Fields), Vocational Development

Identifiers—Maine (South Portland)

This language arts curriculum guide for Grades 7-12 was developed by teachers as part of a 3-year career education project in South Portland, Maine. The process involved in revision of the English curriculum is described, and the sequential phases of the program for the junior high grades are given along with the goals for the career development design. The learning activities for the junior high level are presented for several of the U.S. Office of Education (USOE) occupational clusters with topic overview, objectives, resources, activities, and evaluation. Several outlines are presented for career units for Grade 9. Course descriptions for 35 high school English courses provide a statement of objectives, materials required, and course outline. (NJ)

**ED 131 290** 08 CE 008 898

*Bray, Larry And Others*

**CAP: Career Assessment Program (To Be Used to Identify the Status of the Students' Post High School Career Plans; and to Provide Them with Counseling and Information Needed to Pursue Their Career Goals).**

Clark County School District, Las Vegas, Nev.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-230

Pub Date 76

Note—50p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Career Planning, Counseling Programs, County School Systems, \*Educational Opportunities, \*Occupational Guidance, Secondary Education

Identifiers—\*Federal Programs Career Education Project

The Career Assessment Program (CAP) is described as a uniform system by which students, with the aid of their counselor, will be able to assess the status of their post-high school educational and/or career plans. Included in the document is the career assessment form for high school seniors, guidelines for its administration and interpretation of results, and information sheets on the following topics: Business and technical schools, college planning, community college, correspondence study, employment sources, financial aid, independent business, labor unions, and military service. The information sheets present the major factors to be considered for each of the post-graduation options. (Author/RG)

**ED 131 291** CE 008 904

*Parsons, Ralph*

**Jacks—A Study of Simple Machines.**

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-236

Note—49p.; Page 4 (text and diagram on the hydraulic press) will not reproduce well. For related documents, see CE 008 905-907 and CE 008 966

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Individualized Curriculum, Instructional Materials, Laboratory Experiments, Laboratory Manuals, \*Learning Activities, Mechanics (Physics), \*Physics Curriculum, Physics Instruction, Secondary Education, Study Guides, Vocational Education

Identifiers—\*Jacks (Lifts)

This vocational physics individualized student instructional module on jacks (simple machines used to lift heavy objects) contains student prerequisites and objectives, an introduction, and sections on the ratchet bumper jack, the hydraulic jack, the screw jack, and load limitations. Designed with a laboratory orientation, each section consists of explanatory material with illustrative drawings, an experiment accompanied by a data sheet, suggested audiovisual materials, and review questions. (NJ)

**ED 131 292** CE 008 905

**Vocational-Technical Physics Project. Thermometers: I. Temperature and Heat, II. Expansion Thermometers, III. Electrical Thermometers. Field Test Edition.**

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-237

Note—42p.; For related documents, see CE 008 904-907 and CE 008 966

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Individualized Curriculum, Instructional Materials, Laboratory Experiments, Laboratory Manuals, \*Physics Curriculum, Physics Instruction, Secondary Education, Study Guides, Technical Education, \*Temperature, Vocational Education

Identifiers—\*Thermometers

This vocational physics individualized student instructional module on thermometers consists of the three units: Temperature and heat, expansion thermometers, and electrical thermometers. Designed with a laboratory orientation, experiments are included on linear expansion; making a bimetallic thermometer, a liquid-in-gas thermometer, and a gas thermometer; making, testing, and using thermocouples; comparing thermistors with ordinary materials, and calibrating a thermistor. Laboratory data sheets, illustrative drawings, review questions, student prerequisites, and objectives are also included in the module. (NJ)

**ED 131 293** CE 008 906

**Vocational-Technical Physics Project. The Alternator: I. Current Electricity, II. Magnets from Electricity, III. Electricity from Magnets, IV. Energy Conversion. Field Test Edition.**

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-238

Note—72p.; For related documents see, CE 008 904-907 and CE 008 966

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Individualized Curriculum, Instructional Materials, Laboratory Experiments, Laboratory Manuals, \*Physics Curriculum, \*Physics Instruction, Secondary Education, Study Guides, Technical Education, Units of Study (Subject Fields), Vocational Education

Identifiers—\*Alternators (Electric Generators)

This vocational physics individualized instructional student module on the alternator consists of the four units: Current electricity, magnets from electricity, electricity from magnets, and energy conversion. Designed with a laboratory orientation, the units present explanations of the concepts and experiments. Laboratory data sheets, illustrative drawings, review questions, student prerequisites and objectives, and lists of suggested audiovisual materials are also included in the module. (NJ)

**ED 131 294** CE 008 907

**Vocational-Technical Physics Project. Instructor's Manual. Field Test Edition.**

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-239

Note—48p.; For related documents see, CE 008 904-906 and CE 008 966

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Individualized Curriculum, Laboratory Manuals, \*Learning Activities, \*Mechanical Equipment, \*Physics Curriculum, \*Physics Instruction, Secondary Education, Teaching Guides, Technical Education, Vocational Education

Identifiers—Alternators (Electric Generators), Jacks (Lifts), Thermometers

This instructor's manual in vocational physics consists of five modules: Jacks, Thermometers, The Alternator, The Pool Table, and The Radiator. It is an individualized approach, designed for use with accompanying student manuals on each of the individual modules. Each module in the instructor's manual consists of a general description plus an outline of student objectives, prerequisites laboratory exercises, equipment and supplies, audiovisual materials, tests, instructional strategies, and estimated completion time. Appended to the manual is more specific information about equipment and supplies, including sources of supplies and costs. Tests and keys for each of the modules are appended. (NJ)

**ED 131 295** CE 008 919

*Curtis, Ed*

**Forestry. A Curriculum Guide.**

Oklahoma State Dept. of Vocational and Technical Education, Stillwater. Curriculum and Instructional Materials Center.

Report No.—VT-103-251

Pub Date 74

Note—455p.; Pages 9-B and 10-B (containing a key to the genera of Oklahoma trees), and 62-B (containing a conversion factor table), will not reproduce well due to small, faint type.

**EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.**

Descriptors—Behavioral Objectives, Curriculum Guides, \*Forestry, Forestry Aides, \*Learning Activities, Resource Materials, Senior High Schools, Tests, Transparencies, Unit Plan, \*Vocational Agriculture

The curriculum guide was developed to prepare high school students for positions as forestry aides or for enrollment in higher education forestry programs. It provides a basic core of instruction in forestry in 20 instructional units grouped according to six areas: Orientation, Related Information, Forest Measurements, Forest Ecology and Silviculture, Forest Protection, and Forest Management. Each instructional unit includes behavioral objectives, suggested activities for teacher and student, information sheets, trans-

**Document Resumes**

parency masters, assignment sheets, job sheets, a test, and test answers. (Author)

**ED 131 296** CE 008 921

*Storm, George  
Managing the Occupational Education Laboratory.*

Report No.—VT-103-253

Pub Date 76

Note—225p.

Available from—Wadsworth Publishing Company, Inc., Belmont, California, 94002 (\$12.00)

**Document Not Available from EDRS.**

Descriptors—\*Administrative Principles, Administrator Guides, Class Management, Educational Facilities, Facility Planning, Industrial Arts, Laboratory Equipment, Laboratory Procedures, Laboratory Safety, Management, Resource Guides, \*School Planning, \*School Shops, Trade and Industrial Education, \*Vocational Education

This guide for occupational educators deals with laboratory and instructional management on an interdisciplinary basis within the broad field of occupational education. The principles discussed are intended to be applied at all levels and in all types of laboratories. The text suggests effective ways of organizing laboratories so that students can best learn occupational skills. The book offers guidelines for selecting instructional equipment and materials, planning the budget, meeting demands for accountability in occupational education, developing positive safety attitudes, and planning new facilities. An instructional management competency is given at the end of each chapter along with discussion questions which relate concepts to actual tasks. There are seven major chapters: Equipment and Supply Selection, Facilities Planning, Material Control, Maintenance and Records, Safety, Organizing Personnel, and Budget Preparation. (NJ)

**ED 131 297** 08 CE 008 927

*Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume One of Five Volumes.*

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-259

Bureau No.—V257018

Pub Date 14 Jun 76

Grant—OEG-0-72-4677

Note—58p.; For related documents, see CE 008 927-929 and CE 008 873-874

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Agribusiness, \*Career Education, Conservation (Environment), \*Curriculum Development, Curriculum Evaluation, Educational Research, Elementary Secondary Education, \*Environmental Education, Natural Resources, Program Descriptions, \*Vocational Education

A two-phase project was designed to (1) provide curriculum guidelines in agribusiness, natural resources, and environmental protection for classroom teachers and others in education to facilitate the process of career education at K-12 levels (Phase 1) and (2) provide evaluative information concerning the curriculum guides by nationwide field testing (Phase 2). The procedures in Phase 1 involved four major task areas: (1) The identification of 400 specific occupations considered relevant for providing a basis for curriculum development, (2) a review of the state-of-the-art of curriculum development in these occupational areas, (3) the development and formative evaluation of 10 curriculum guides, and (4) the initial dissemination of the guides to the 50 states. Field testing of the guides (Phase 2) included three components: (1) Monitoring of teacher reactions to the guides' usefulness, (2) monitoring dissemination policies and procedures for curriculum guides, and (3) assessing student achievement as a result of using the guides. Dissemination activities varied widely among the states, with greater effort made to disseminate the eight high school level career preparation guides. Responses from the 35 K-9 teachers were generally favorable, and reactions of the 137 vocational education teachers towards the career preparation guides was very positive. Specific

conclusions and recommendations, along with a bibliography, are included in the report. (RG)

**ED 131 298** 08 CE 008 928

*Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Two of Five Volumes. Appendix A.*

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-260

Bureau No.—V257018

Pub Date 14 Jun 76

Grant—OEG-0-72-4677

Note—269p.; For related documents, see CE 008 927-929 and CE 008 873-874

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—\*Agribusiness, Career Awareness, \*Career Education, Career Exploration, Conferences, Conservation (Environment), \*Curriculum Development, Curriculum Evaluation, Educational Research, Elementary Secondary Education, \*Environmental Education, Job Analysis, Natural Resources, Program Descriptions, State of the Art Reviews, \*Vocational Education

Materials relating to the curriculum guide development phase of this project are presented in this volume of the report. Included are a definition of agribusiness competencies; a listing of occupational advisory committee members; rating forms showing the level of education appropriate for job preparation in the occupations covered by the guides; a complete listing of the 526 documents reviewed (by program areas), and summary results of the document review conducted to determine the state-of-the-art of existing guides and to identify elements for inclusion in the project-developed guides; a final report detailing the development and evaluation of the two guides on career awareness and career exploration which were prepared by Eastern Illinois University for grades K-6 and 7-9; a listing of the 104 conference participants representing 48 states at the national conference held in May 1974 for the purpose of disseminating the guides; and the conference agenda. (RG)

**ED 131 299** 08 CE 008 929

*Curriculum Development Basic to the Training of Individuals for Employment in Agribusiness, Natural Resources, and Environmental Protection. Final Report. Volume Three of Five Volumes. Appendix B.*

Ohio State Univ., Columbus. Ohio Career Education and Curriculum Management Lab. in Agricultural Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-261

Bureau No.—V257018

Pub Date 14 Jun 76

Grant—OEG-0-72-4677

Note—203p.; For related documents, see CE 008 927-929 and CE 008 873-874

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Agribusiness, \*Career Education, Conservation (Environment), \*Curriculum Development, \*Curriculum Evaluation, Educational Research, Elementary Secondary Education, \*Environmental Education, Natural Resources, Questionnaires, \*Vocational Education

Materials relating to the field testing of curriculum materials (developed in Phase 1 of the project) are presented in this volume of the report. Included are the information form requiring conference participants to indicate their tentative plans for curriculum guide dissemination; the correspondence and information forms to obtain names of prospective teachers to participate in the field test; names of participating teachers; the instrument used to obtain teacher reactions to the curriculum guides; results of an item analysis used to determine the reliability of each section of the instrument; correspondence with teachers concerning all aspects of the field test; results of the teacher evaluation; and comparison of the results of student pretest and posttest scores. (RG)

**ED 131 300** 95 CE 008 931  
"Career Education" Junior High School Style. Final Report.

Alpine School District, American Fork, Utah. Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Report No.—VT-103-263

Bureau No.—V361035L

Pub Date 31 Dec 74

Grant—OEG-0-73-2916

Note—24p.; For related documents, see CE 008 932 and ED 118 937-939

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Career Awareness, \*Career Education, Courses, \*Curriculum Development, Junior High Schools, Learning Activities, Program Descriptions, School Districts

Identifiers—Alpine School District UT, Utah (American Fork)

The project described in this report developed a district-wide career education program for the junior high schools of the Alpine School District, American Fork, Utah. The objectives were to provide every student with opportunities to (1) learn about and experience career education concepts, (2) develop a career portfolio, and (3) have a career-oriented interview with their parents and a school counselor. All seventh grade students participated in a semester career education course and all eighth and ninth grade students completed a minicourse on career education. Curriculum materials were developed and revised during two summer workshops. Inservice activities took place during the school year at both the district and school levels. The problem area is defined, goals and objectives are enumerated, and procedures, results, and accomplishments are summarized in the report. Charts illustrate the project organization, the student portfolio design, student flowchart, and evaluation contract. (NJ)

**ED 131 301**

CE 008 932

Allred, Wallace Holder, Loyal

*A Second Evaluation of the Alpine Career Orientation Project. Final Report.*

Brigham Young Univ., Provo, Utah. Dept. of Secondary Curriculum and Instruction.

Report No.—VT-103-264

Pub Date Sep 74

Note—44p.; For a related document see CE 008 931

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, \*Career Education, Evaluation Methods, Junior High Schools, Learning Activities, \*Program Evaluation, Student Evaluation

Identifiers—Alpine School District UT, Utah (American Fork)

This third party evaluation report of the Alpine Career Orientation Project presents the results of tests designed to measure seventh, eighth, and ninth grade student learning outcomes and the results of an analysis of a random sampling of portfolios kept by students during the course of the project. The portfolios consisted of student records of career-oriented projects such as career interviews with parents and counselors and other career-related activities. Since project objectives relating to the portfolios primarily specified quantity, most validation data were gathered and reported by frequency count, although a quality check was made whenever possible. The second portion of the report summarizes test and questionnaire data from three experimental and two control student groups. The instruments and evaluation procedures are described and the results are presented in narrative and tabular form. (NJ)

**ED 131 302**

08 CE 008 933

*Research and Development Project in Career Education. Final Report (South Carolina).*

South Carolina State Dept. of Education, Columbia.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-265

Bureau No.—V361034I

Pub Date Nov 74

Grant—OEG-0-73-2999

Note—314p.

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**

Descriptors—\*Career Education, Developmental Programs, Elementary Secondary Education, Pilot Projects, \*Program Descriptions, \*Program Evaluation, State Programs, Statewide Planning

Identifiers—South Carolina

Presenting a description of career education activities in the state of South Carolina, the document contains several separate reports which are organized into four major sections. Section 1 contains summary accounts of the administrative and technical activities accomplished by the South Carolina Department of Education Career Education Office, and of the two research and development projects in career education. Included in the materials appended to Section 1 are two annual evaluation reports of the projects by Ilex, Inc. The first is for Lexington School District 3, Batesburg-Leesville; the second for Spartanburg School District 5, Duncan. Both reports include results of student pretests and posttests as an indicator of program effectiveness. Section 2 is a brief account of the activities of the state career education office. Sections 3 and 4, detailing descriptions of the pilot projects in each of the above two school districts, were prepared to assist local district personnel in the planning, management, and administration of a successful career education program. These two sections (3 and 4) emphasize the identification of practical ways of implementing career education concepts; specific recommendations for similar projects are included. (Author/RG)

**ED 131 303** 95 CE 008 934  
**California Career Education Research and Development Project.**

California State Dept. of Education, Sacramento. Career Education Task Force.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-266

Bureau No.—V361012L

Pub Date May 75

Grant—OEG-0-73-2921

Note—299p.

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

Descriptors—“Career Education,” “Curriculum Development,” “Demonstration Programs,” “Educational Development,” “Elementary Secondary Education,” “Federal Programs,” “Inservice Teacher Education,” “Program Descriptions,” “Program Evaluation,” “School Districts,” “School Systems,” “State Programs.”

Identifiers—“California”

For the 1973-74 school year the California Career Education Task Force decided that expanded activities would be most productively developed at six previously funded sites plus two additional sites. Since the eight project sites differed in geographic location, socioeconomic level, size, ethnic composition, and school organizational pattern, a wide range of promising career education practices evolved that may be useful in other communities and educational settings. Although project sites implemented a variety of activities, staff inservice training and curriculum development were activities common to all. Of the 800 curriculum products developed, more than 500 were validated for use by nonproject sites. The external evaluation conducted by Educational Testing Service reveals that the process objectives were carried out effectively at each site. Supplementary funds enabled each project site to solicit and acquire long range commitment to career education by local boards and administration. Among those sites that differed in size and geographical location, the most difficulty in implementation was experienced by small school districts and at the secondary education level. The programs in the eight different sites are described individually and in detail (Camino Union Elementary School District, Covina-Valley Unified School District, Los Angeles Unified School District, Richmond Unified School District, Sacramento City Unified School District, San Diego County Office of Education, Santa Barbara City Elementary and High School District, Sanoma County Office of Education, and State Level Coordination and Dissemination). Administrative, guidance, and instructional implications derived from the project by the Task Force are outlined along with specific recommendations to the State Department of Education. (MF)

**ED 131 304** CE 008 940  
**McClellan, Virginia B.**

**A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Spons Agency—Wisconsin State Board of Vocational, Technical, and Adult Education, Madison. Research Coordinating Unit.

Report No.—VT-103-272

Pub Date [75]

Note—101p.; Page 18, containing a diagram of the Model of an Effective Adult Educator, may not reproduce well due to faint, broken type

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—“Adult Education,” “Adult Educators,” “Educational Research,” “Questionnaires,” “Statistical Analysis,” “Surveys,” “Teacher Qualifications,” “Teaching Skills,” “Technical Education,” “Vocational Education.”

Competencies of an effective adult educator were identified by surveying a sample of administrators, coordinators, and instructors in the Wisconsin vocational, technical, and adult education system and a sample of adult educators at the University of Wisconsin-Stout. The tabulated results are reviewed in tables with the median and interquartile range given for the two groups of respondents. Results are presented by the adult educator competency areas of program planning, instruction, relationship with adult learner, relationship with peers and community, program coordinating, and evaluation. Also presented are results of a comparison of this study with a pre-existing one in adult educator competency identification done by the University of Northern Iowa. A model of an effective adult educator appears in narrative and graphic form. One-half of the report consists of appendices which contain cover and followup letters, survey instruments, a list of adult educator competencies identified by Malcolm S. Knowles, cover letter and sample instrument used in the University of Northern Iowa Survey, and the questionnaire used at the Illinois Vocational Teachers Education Competencies Conference. (NJ)

**ED 131 305** CE 008 942  
**Hilgendorf, Allen**

**A Study of the Transportability and Effectiveness of the UW-Stout CMIS and Individualized Instructional Systems Based Upon Learning Styles. Final Report.**

Wisconsin Univ. - Stout, Menomonie. Center for Vocational, Technical and Adult Education.

Report No.—VT-103-274

Pub Date [76]

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—“Computer Assisted Instruction,” “Computer Oriented Programs,” “Educational Technology,” “Experimental Programs,” “Individualized Instruction,” “Information Systems,” “Instructional Systems,” “Instructional Technology,” “Learning Characteristics,” “Models,” “Program Evaluation.”

A study was conducted to refine a model Computer-Managed Information System (CMIS) that provides learning prescriptions based on students’ learning styles and to identify specific problems concerning its implementation in other time-sharing environments. During the 1974-75 academic year, the CMIS was constructed and tested the previous year at the University of Wisconsin-Stout was developed and refined. Visits with personnel in two vocational technical and adult education districts, and other contacts, revealed that considerable differences in computer software and stages of development of computer usage would restrict the implementation of the model. Efforts to promote the management of instruction based on learning styles should proceed according to the unique constraints at each computing environment and should include an initial emphasis on information storage and retrieval. The report includes objectives for an inservice course for teachers, a list of references, and a sample of the output from the system. (Author/RG)

**ED 131 306** CE 008 946  
**College Curriculum for Correctional Instructional Personnel.**

EPD Consortium C, Houston, Tex.

Spons Agency—Texas Education Agency, Austin. Report No.—VT-103-278

Pub Date [75]

Note—48p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—“College Curriculum,” “Correctional Education,” “Curriculum Research,” “Educational Needs,” “Prisoners,” “Psychological Needs,” “School Surveys,” “State Surveys,” “Student Attitudes,” “Student Needs,” “Teacher Attitudes,” “Teacher Education Curriculum,” “Vocational Education.”

Identifiers—Texas

The project objective was to gather data for the purpose of identifying the scope and sequence of activities needed by instructional personnel in Texas correctional settings to meet the needs of students in a multidisciplinary setting. Six questionnaires were developed and administered to seven different sample groups: inmates, parolees, teachers, institutional support personnel, college professors and teachers of inmates, and selected college professors and institutional personnel. The report includes a chart representing the results of all data collected, listing the topics in rank order of interest as chosen by inmates, parolees, institutional instructors, and support personnel. Also resulting from the survey is a list of specific courses with concepts to be developed: human relations, criminology, health education, social problems, communication skills, Spanish, psychology of personality, economics, psychology of adult learning, abnormal psychology, social psychology, and vocational psychology. Appended to the report are four questionnaires indicating total number of responses from parolees, inmates, teachers, and institutional support personnel. Also included is a list of concepts which, according to the survey, instructors in an institutional setting should exhibit and be able to teach. (NJ)

**ED 131 307** CE 008 951  
**Statewide Survey of Current and Future Employment Levels of Licensed Dental Hygienists.**

Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-283

Pub Date 74

Note—71p.; Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—“Dental Hygienists,” “Educational Needs,” “Employment Projections,” “Manpower Needs,” “Research,” “State Surveys,” “Tables (Data)”

Identifiers—Texas

Using self-reporting instruments, a survey of 1,539 hygienists and 4,786 licensed dentists was conducted to determine (1) the current and future needs for trained dental hygienists in the state of Texas, (2) the relation of need for trained hygienists to geographical area, and (3) the implications for curtailment of programs by area. The information gathered from the survey was transferred to a master computer file and reports were generated printing the frequency distribution of responses and the percentage of responses by item. From the survey results, it was noted that training programs for dentists at both the predegree and postdegree levels in the use of dental auxiliaries and expanded functions should be strongly considered; and that a complete audit of the program for dental hygienists and the followup of the graduates of these programs should be considered immediately to determine the product accountability and continued contribution of trained hygienists to the profession. Appendix A is a sample of the hygienists survey form. Appendix B contains tables of selected characteristics and information contained in the master computer file. (SH)

**ED 131 308** CE 008 952  
**Cooperative Education for the American Indian in Dallas County. Mountain View College. Dallas County Community College District.**

Dallas County Community Coll. District, Dallas County Community Coll. District, Tex.; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-284

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—“American Indians,” “Community Colleges,” “Cooperative Education,” “Junior Colleges,” “Models,” “Program Descriptions,” “Student Needs,” “Urban Education,” “Urban Population,” “Vocational Education.”

Identifiers—Texas (Dallas County)

This project developed and tested the feasibility of a cooperative educational model for the urban Indian in a community college setting. Recruitment and identification of participating students were conducted by a task force through contact with Indian organizations, churches, and informally. The report includes a discussion of the importance of counseling, the special problems facing the Indian student, and the response of some of the Dallas area employers. Included also is a brief general description of the

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employment status and career goals of the students as well as a profile of American Indian students in the Dallas County Community College District colleges. Based on the stated needs of the Indian students and of those who expressed interest in more education, the following prescriptions were developed for a model: (1) The work experience should be a paying job equal to an entry-level position, (2) the course work should be flexible enough to allow adaptation to work schedule, (3) all co-op activities should be coordinated, and (4) the program should contain a career exploration component. (NJ)

**ED 131 309** CE 008 953  
**Research Project in Vocational Nurse Education.**

**Final Report.**

South Plains Coll., Levelland, Tex.

Spons Agency—Texas Board of Vocational Nurse Examiners, Austin; Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-285

Note—85p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Curriculum, \*Curriculum Development, Guides, Health Occupations Education, Pilot Projects, Post Secondary Education, Practical Nurses, \*Practical Nursing, Program Descriptions, Program Evaluation, \*Program Planning, Records (Forms), Resource Guides Identifiers—Texas

This pilot project, primarily concerned with upgrading licensed vocational nurse (L.V.N.) training in Texas, developed a program designed to increase L.V.N. training program productivity. The report lists the program objectives, presents the philosophy, and describes the basic program structure, and the classroom, lab, and clinical curricula. A brief statement evaluates the program according to student performance. It is noted that various individuals connected with the program considered the participating students to be better trained and better qualified than students in previous traditional courses, as verified by positive conclusions drawn from the test results of the state examination. A hospital training manual, developed to furnish information to the hospital concerning hospital and college responsibilities, is appended to the report. The appendices cover the major portion of the document and contain student application forms and summary record, hospital and training records, cooperative agreement of affiliation, recommended clinical and ward conferences, classroom and laboratory curriculum, and lists of laboratory equipment, library and resource materials, and audiovisual materials. (NJ)

**ED 131 310** CE 008 963  
**Research and Analysis of Competencies Needed by the Bilingual Teacher Aide.**

Mesa Community Coll., Ariz.

Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.

Report No.—VT-103-295

Pub Date Apr 76

Note—106p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Bibliographies, \*Bilingual Teacher Aides, \*Educational Needs, Educational Research, Elementary Education, \*Job Skills, Job Training, Personnel Evaluation, Program Descriptions, \*Task Analysis Identifiers—Arizona

A study identified competencies needed by a bilingual teacher aide in an elementary school program. The methodology involved (1) use of task analysis in the form of a 341-item questionnaire, which was disseminated to 131 bilingual teacher aides in Arizona to determine both the difficulty and frequency of their tasks, (2) chi-square tests for significance of the bilingual teacher aides' background data and areas of task performance, (3) structured interviews with 40 bilingual teacher aides, (4) structured interviews with their 40 monolingual supervising teachers (conducted separately), and (5) a review of the literature. Results showed that the bilingual teacher aides are specifically unprepared to perform in the very areas for which they were employed. Courses are recommended and described on the basis of the skills which appeared to be most important to the performance of essential tasks within the bilingual classroom. A bibliography, intended as a guide for teacher aide trainers, is included to facilitate the development

of appropriate materials. Recommendations for more effective screening and placement, and for state certification are offered. The research questionnaire is appended along with tables presenting chi-square analysis of the data. (Editor/NJ)

**ED 131 311** CE 008 964  
*Holcomb, John W. And Others*

**Employment Opportunities and Training Needs in Agribusiness. Competencies for Horse Production in the United States.**

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-296

Pub Date Aug 75

Note—50p; Pages 37 through 39, containing illustrations for parts of the horse, ideal stock horse conformation, and a student activity, will not reproduce well due to faintness of photographs

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Agricribusiness, \*Agricultural Education, \*Agricultural Production, Animal Science, Curriculum Planning, \*Horses, \*Job Analysis, \*Job Skills, Research, Task Analysis

Competencies necessary for entry and advancement in horse production were determined by a survey of 46 people in the horse production industry from the nine leading horse production states other than Texas. A preliminary listing of competencies was developed from a review of the literature and a survey of leaders in agricultural education. The 46 respondents in the horse production industry rated each specific competency in terms of the relative importance associated with employability at the entry and first advancement levels. Responses were summarized in table form, indicating the number of responses for each degree of relative importance, the number of people not responding, and the weighted mean for each duty, general competency, and specific competency. The relative importance of 167 specific competencies and five general competencies for horse production were rank ordered with the weighted mean given for each. Appendixes contain membership lists of the advisory and validating committees, the number of respondents from the ten leading horse production states, a rank order of horse production duties with component general competencies rank ordered within the duty, and examples of curriculum materials developed to support a single horse production specific competency statement. (NJ)

**ED 131 312** CE 008 965

*Holcomb, John W. And Others*

**Employment Opportunities and Training Needs in Agricribusiness. Competencies for Cotton Production in the United States.**

Texas A and M Univ., College Station. Dept. of Agricultural Education.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-297

Pub Date Aug 75

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Agricribusiness, \*Agricultural Education, \*Agricultural Production, \*Crop Processing Occupations, Curriculum Planning, \*Job Analysis, \*Job Skills, Research, Task Analysis

Identifiers—\*Cotton Production

The competencies necessary for entry and advancement in cotton production were determined by surveying people in the cotton production industry from nine of the ten leading cotton producing states. A preliminary listing of competencies was developed from a review of the literature and from a survey of specialized personnel in soil and crop sciences. The 43 respondents, identified by state directors of agricultural education, rated each specific competency for cotton production in terms of the relative importance associated with employability at the entry and first advancement levels. Responses were summarized in table form, indicating the number of responses for each degree of relative importance, the number of people not responding, and the weighted mean for each duty and specific and general competency. The relative importance of 158 specific competencies and two

general competencies for cotton production were rank ordered with the weighted mean given for each. Appendixes contain membership lists of advisory and validating committees, the number of respondents from the ten leading cotton producing states, a rank order of cotton production duties with component general competencies rank ordered within the duty, and a cotton production employee job description. (NJ)

**ED 131 313**

*Parsons, Ralph*

**The Development of Modular Instructional Materials for Physics for One-Year Vocational Students.**

Forsyth Technical Inst., Winston-Salem, N.C.

Spons Agency—North Carolina State Dept. of Public Instruction, Raleigh. Occupational Research Unit.

Report No.—VT-103-298

Pub Date 30 Jun 76

Note—43p.; For related documents, see CE 008 904-907

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Audiovisual Instruction, \*Curriculum Development, Curriculum Evaluation, \*Individualized Curriculum, \*Physics Curriculum, Pilot Projects, Program Descriptions, Program Evaluation, Reading Level, Student Attitudes, Teacher Attitudes, \*Vocational Education

This report describes a project to develop and test a number of individualized vocational physics modules designed to be laboratory-oriented, written at the lowest reading level, and supplemented with audiovisual materials. The report includes descriptions of the procedures used to develop, pilot test, and disseminate the materials. Each of the five developed modules (on Jacks, Thermometers, The Alternator, The Pool Table, and The Radiator) and the 15 sound/slide programs are described. Tabulated results of the student and instructor evaluation of the materials appear in tables. Evaluation results presented include the following: (1) Interviews with students and instructors and the evaluation data indicated that the materials are a worthwhile departure from traditional physics, (2) high initial student interest supported the contention that the vocational education student prefers an application-oriented approach, and (3) on the negative side, it was found that the materials do not adapt well to traditional classroom techniques and that instructors without appropriate backgrounds have difficulty with some of the modules. Appendixes consist of student prerequisites and objectives for the five modules and the student and instructor evaluation checklists. (NJ)

**ED 131 314**

**Identification of Actual Tasks Performed and Relative Amount of Time Spent on Tasks by Vocational-Technical Personnel. Final Report.**

EPD Consortium D, Richardson, Tex.

Spons Agency—Texas Education Agency, Austin. Div. of Occupational Research and Development.

Report No.—VT-103-299

Pub Date [75]

Note—25p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Counselors, Educational Research, \*Job Analysis, Performance Based Teacher Education, Program Descriptions, State Surveys, \*Task Analysis, \*Vocational Directors, Vocational Education, \*Vocational Education Teachers

Identifiers—Texas

This final report describes a research project to identify tasks actually performed by vocational-technical personnel in Texas. The primary objectives of the study were to differentiate tasks and subtasks from competencies identified in earlier studies and to determine the relative amount of time spent on each identified task in order to develop a competency-based education program for preparation of vocational-technical personnel. Methodology involved having a panel of experts to translate the competencies validated earlier into tasks and subtasks, then using appropriate questionnaire methodology to obtain data from a representative sample of vocational-technical teachers, administrators, and guidance personnel in the State. Complete findings of the study are presented in three separate volumes. This report describes planning and management considerations, the population, instrument development, data collection, and statistical analysis

procedures, and also presents the summary and conclusions. Frequency tables present data concerning the number of respondents according to age categories and program area. (Author/NJ)

**ED 131 315** 95 CE 008 974

Rogers, Richard A.

**Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.**

Western Wisconsin Technical Inst., La Crosse. Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-306

Bureau No.—F5007VW; V361185

Pub Date 30 Jun 76

Grant—OEG-0-73-5297

Note—189p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Adult Education, \*Career Education, \*Career Planning, Continuous Learning, \*Delivery Systems, Developmental Programs, Elementary Secondary Education, Inservice Teacher Education, \*Outreach Programs, Post Secondary Education, \*Program Evaluation, Resource Centers, \*Rural School Systems Identifiers—Wisconsin

This report details the accomplishments and major activities of a 3-year career education project serving more than 186,000 individuals within the Western Wisconsin Vocational, Technical, and Adult Education District. Basic to the project design is the establishment of five career centers which provide a wide variety of career information and services. The document contains a summary report, final and quarterly reports from each of the five area coordinators, and the third party evaluation. The data, analyses, and conclusions are presented in a determination of whether each of the 11 objectives of the project had been met. The evaluators concluded that the project had a number of significant impacts during the three years it was operational, and had achieved its objectives in terms of establishing a comprehensive learning system, expanding resources and services, and making career education accessible to residents of the district. Students showed progress in self awareness, knowledge of work, and career decisionmaking; community awareness of available programs and opportunities also increased. Appended to the evaluation report are the work statement for the evaluation and survey instruments. (RG)

**ED 131 316** CE 008 977

**Changing Trends in the Plans of High School Seniors. Comparisons of the Educational, Employment and Occupational Plans of Seniors in Indiana High School Classes of 1966, 1969, 1972 and 1975. Manpower Report 76-1.**

Purdue Univ., Lafayette, Ind. Office of Manpower Studies.

Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.

Report No.—VT-103-309

Pub Date 1 Mar 76

Note—102p.; For a related document see CE 008 978

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Career Choice, \*Career Planning, \*Comparative Analysis, \*Educational Trends, Grade 12, High School Students, Secondary Education, \*Seniors, State Surveys, Tables (Data)

Identifiers—\*Indiana

In this study, efforts are made to report related data, gathered through questionnaires, which reflect plans of high school seniors over the past decade. Information presented should provide some valuable insights for improved policy-making, planning, and administration. The first chapter explains the purposes of the report and the sources of data and related publications. Chapter 2 presents the comparisons between classes of the characteristics of high school seniors, including sex, race, type of program (course concentration), grade average, and size of community. The characteristics of the head of household are described in chapter 3; these include relationships (i.e. father, mother, other), educational level, and occupation. The comparisons and developing trends of seniors' educational and employment plans after graduation from high school, and their career or occupational choices are described in chapter 4. The plans of high school seniors who do plan to continue their education are presented in chapter 5.

Chapter 6 is devoted to information concerning those seniors who plan to delay the continuation of their education for six months or longer after graduation from high school, and to those who do not plan to enroll in an educational program in the future. Selected characteristics for special groups and interrelationships are presented in chapter 7 (e.g. seniors' plans after graduation and how these plans vary between seniors by sex, race, grade average, etc.). The most distinct trend identified throughout the study is the increasing proportion of students who plan immediate employment. (SH)

**ED 131 317** CE 008 983

**Texas Day Care Study: Job Descriptions, Career Progression, Individual Training Record.**

Texas Univ., San Antonio.

Spons Agency—Texas Education Agency, Austin.

Div. of Occupational Research and Development.

Report No.—VT-103-315

Pub Date Feb 76

Contract—62350191

Note—25p.; For a related document, see ED 122 939; Prepared within the College of Multidisciplinary Studies

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Career Ladders, \*Child Care Workers, \*Day Care Programs, \*Job Analysis, \*Occupational Information, \*Paraprofessional School Personnel, Preschool Teachers, Records (Forms), Worksheets Identifiers—Texas

This booklet contains 10 job descriptions formulated from an analysis of the job performance of 684 workers in Texas day care centers. Five of the job descriptions are teaching positions while the other five are considered administrative. Each of the job descriptions, as well as the career progression and individual training records, are defined in terms of the tasks performed under each of nine major duties. The duties are defined according to the number of tasks performed which account for 90% of the work time of the job incumbents for any of the 10 basic jobs. In addition to the 10 job descriptions, the nine duties, together with the tasks performed, are furnished in worksheet format to be used by directors, supervisors, or individuals in the development of the career progression process. Primary tasks within each of the teaching cluster groups are identified and an additional column is provided for indicating tasks for any other job cluster group. Space is also provided within each box to enable the participant to indicate accomplishment.

(RG)

**ED 131 318** CE 008 984

**Cooperative Follow-Up Project of the Windham School District and the Texas Department of Corrections.**

Texas State Dept. of Corrections, Huntsville. Windham School District.

Spons Agency—Texas Education Agency, Austin.

Div. of Occupational Research and Development.

Report No.—VT-103-316

Pub Date 30 Jun 75

Note—136p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Correctional Education, \*Correctional Rehabilitation, Followup Studies, \*Prisoners, Program Evaluation, \*Vocational Education, \*Vocational Followup

Identifiers—Texas, Windham School District

In the second year of an indepth evaluation of the vocational training offered to inmates of the Texas Department of Corrections, personal interviews were held with random samples of three treatment groups from the inmates released during the calendar year 1973. One group were graduates of the Windham School District Vocational Training courses; others were graduates of other vocational training or a work furlough program; and the fourth group, with no vocational training, served as a control. Response from the former inmates was low, with only 63 interviews conducted. An additional 24 interviews were obtained with reincarcerated subjects. Based on results of the survey, the recommendations offered include: (1) Placing the released offender in a job related to his training, (2) continuing evaluation of the vocational training programs offered, and (3) instruction in areas related to employment, such as money management and interpersonal development. A bibliography, the survey

instrument, and correspondence are included. Part 2 of the report describes the methodology of the followup program and presents a comparison of the results of the 1973 and 1974 surveys. (RG)

**ED 131 319** 08 CE 008 986

**Community College and Local Rural Secondary Schools Cooperative Career Assessment and Exploration Program. Final Project Report.**

Des Moines Area Community Coll., Ankeny, Iowa.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-318

Bureau No.—V0231YZ

Pub Date [75]

Grant—OEG-0-74-1739

Note—27p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Career Education, Comparative Analysis, \*Mobile Educational Services, \*Program Evaluation, Rural Schools, Secondary Education, \*Vocational Followup

Identifiers—Des Moines Area Community College, Iowa

This report summarizes the followup and evaluation component of a project to establish and assess the effect of a mobile career exploration center in the rural school systems of the Des Moines Area Community College District. Methodology involved comparing the experimental group of 223 students who participated in the career exploration program with a control group of 100 students. Data collection included the use of the Ohio Vocational Inventory Survey, project staff summaries of each student's involvement in career exploration activities, and a followup survey. Factors included in the evaluation were (1) correlation of job selection or educational program selection with the assessment process, (2) job or educational program changes within six months of graduation, (3) relationship of stated vocational goals with aptitude test results, and (4) relationship of aptitude test results and areas explored for the experimental group. Findings indicated that participants tended to enter postsecondary education at a substantially higher rate than controls, the rate of entering the same area of employment or continuing education as stated occupational preference was nearly equal for the two groups and was much higher than the rate for the highest interest score outcomes, and participants had a lesser tendency to switch educational program enrollment or employment within six months of graduation. The annual report summarizing the demonstration component of the project is appended. (Author/NJ)

**ED 131 320** 95 CE 008 987

Gutcher, G. Dale

**A Study of Structured and Non-Structured Work Experience Programs in Texas. Final Report.**

Texas A and M Research Foundation, College Station.

Spons Agency—National Center for Educational Research and Development (DHEW/OE), Washington, D.C.

Report No.—VT-103-319

Bureau No.—V0017VZ

Pub Date Mar 76

Grant—OEG-0-74-1707

Note—84p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Community Colleges, \*Comparative Analysis, \*Cooperative Education, Educational Research, \*Program Evaluation, Task Analysis, \*Task Performance, Vocational Education, \*Work Experience Programs

Identifiers—Texas

This study sought to compare the relative values of the structured and unstructured approaches to the work experience portion of cooperative education programs with the additional objective of preparing guidelines for developing the structure of a work experience. A total of 32 students, 16 experimental and 16 control, from four Texas Community Colleges participated in the study. Four occupations, for which the National Occupational Competency Testing Institute (NOCTI) had prepared examinations, were selected. Competencies were identified for each occupation and the work experience was structured, based primarily on the identified competencies. All students were administered the appropriate NOCTI test as a pretest and assigned to training stations, where

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control students participated in a traditional unstructured work experience and experimental students participated in a work experience structured around the occupational competencies. At the end of four months all students were administered the NOCTI examination as a posttest. The conclusion showed that a more structured approach is more effective in teaching occupational competencies since students receive occupational knowledge at a higher, more consistent level. Lists of preliminary competencies are appended for air conditioning and refrigeration, printing trades, drafting, and auto mechanics. (Author/NJ)

**ED 131 321** 95 CE 008 988

*Pestle, Ruth*

**A Role Model Approach to Job Transition for Disadvantaged Cooperative Home Economics Students. Final Report.**

Oklahoma State Univ., Stillwater. Div. of Home Economics.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-320

Bureau No.—V0023VZ

Pub Date Apr 76

Grant—OEG-0-74-1711

Note—152p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Cooperative Education, \*Disadvantaged Youth, \*Occupational Home Economics, Role Models, Secondary Education, \*Vocational Adjustment, Vocational Education

Identifiers—Oklahoma (Oklahoma City), Oklahoma (Tulsa)

A pilot project implemented a role-model approach to job transition for disadvantaged cooperative home economics students in Tulsa and Oklahoma City, Oklahoma. From 1974 through 1976, 21 students in four urban high schools were matched with role models on the job. Sixteen of these students retained their jobs. The matches included many different combinations of people of different ages, races, and sexes (a description of the strategies, benefits, and problems encountered during the matching process is included in the report). The students expressed increased self-confidence and satisfaction with supervision, and employers saw gains in students' suitability for the job, acceptance of supervision, and attitudes toward the public. All employers planned to continue the matching process after the research ended. The problems incurred included a scarcity of jobs, employer reluctance to hire disadvantaged students, unavailability of students for work at hours when needed, need to keep racial balance in businesses, and lack of transportation. Case studies of participating students, project evaluations from teacher-coordinators, employers, and role models, and tabular data summaries provide additional information. (Author/AB)

**ED 131 322** 08 CE 009 008

**Project RACE: Research Activities for Career Education. Final Report.**

Weatherford Independent School District, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-340

Bureau No.—V650018

Pub Date 30 Jun 76

Grant—OEG-0-73-5306

Note—137p.; For a related document see CE 009 009

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Career Awareness, \*Career Education, Career Exploration, Elementary Secondary Education, Job Placement, \*Program Descriptions, Vocational Followup

Identifiers—\*Project RACE

Activities and accomplishments of a 3-year K-12 career education project are described. Components of the project were career awareness (grades K-7), occupational investigation (grade 8), exploratory and employability skills (grades 9-12), guidance and counseling, and placement and followup. Accomplishments of the last year of the project included revision of teacher-developed curriculum guides and materials, expansion and refinement of the staff-developed occupational information system, and expansion of two components to include additional grades. Appendices, covering over half of the document, include results of teacher surveys, a listing of elementary

guidance materials, project forms, and materials from a minicourse on employability skills for high school students. Student handouts from the minicourse consist of a course outline, sample forms, information relating to the job interview, and a bibliography. (RG)

**ED 131 323** 08 CE 009 010

*Eison, Donald E.*

**Vocational Education Program Evaluation Project. Final Report.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-342

Pub Date Jun 76

Note—73p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Evaluation Methods, Literature Reviews, \*Program Evaluation, Question Answer Interviews, Questionnaires, \*School Visitation, State of the Art Reviews, \*Vocational Education

Identifiers—Virginia

Procedures and guidelines for use by visitation teams were developed and field tested to determine appropriate activities for such teams in the evaluation of vocational education programs in Virginia, and to expand and improve the annual local evaluation as a self-evaluation procedure. A review of the literature was conducted to determine the state-of-the-art from which preliminary guides were developed for conducting onsite evaluations. The annual local evaluation guidelines were revised and distributed to all school divisions. The major portion of the report consists of appendices which contain the project-developed literature review for onsite evaluation, the general outline of activities for visitation team evaluation, the visitation team interview guide, and the annual local evaluation procedures, forms, and guidelines. (NJ)

**ED 131 324** 95 CE 009 013

**Vocational Education Management Information System for Virginia (VEMIS-V). Final Report.**

Virginia Polytechnic Inst. and State Univ., Blacksburg. Div. of Vocational-Technical Education.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-345

Pub Date Jun 76

Note—190p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Adult Vocational Education, Graduate Surveys, Guides, \*Management Information Systems, Records (Forms), State Programs, Student Characteristics, \*Student Enrollment, \*Student Records, \*Vocational Followup

Identifiers—Virginia

A 1-year project to improve and expand the vocational management information system for Virginia (VEMIS-V) is described in this summary report. Seven objectives were established to accomplish this goal, and results are reported for each of these objectives. An evaluation of the Vocational Education Reporting System (VERS) followup indicated that the procedure and data provided by the system are meeting the needs of the local school divisions. It was recommended that the system be continually evaluated and that additional ways for using followup data to improve vocational programs at the local level should be explored. Appended to the report are the revised 1975 teacher's guide, the revised 1976 teacher's guide, results of a survey of administrators to determine the adequacy of the information obtained, and results of student followup surveys for 1973-74 and 1974-75. The followup surveys present information about the current status of former students in seven vocational programs, as well as their perceptions of their training and their school. (RG)

**ED 131 325** 08 CE 009 015  
**Coordinated Effort for Career Education. Final Report.**

Grayson County Coll., Sherman/Denison, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Bureau No.—502V650017

Pub Date 1 Jul 76

Grant—OEG-0-73-5309

Note—204p.

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Career Awareness, \*Career Education, \*Career Exploration, County Programs, Elementary Secondary Education, Junior Colleges, \*Occupational Guidance, \*Program Descriptions, \*Program Evaluation

Identifiers—Texas

Described in the report are the activities and accomplishments of a 3-year K-14 career education project serving over 21,000 students in 12 independent school districts, one parochial school, and a junior college. The project was composed of six components: Planning and implementation, occupational awareness (K-6), occupational investigation (grade 8), career exploration (grades 9-10), intensive group guidance for high school students, and placement and followup. For each of the components, a description of the program, goals and objectives, strengths and weaknesses, and future recommendations are presented. The third party evaluation by Educational Evaluations and Related Services is included in the document. An analysis of each component's accomplishments in terms of the stated objectives provides a measure of the success of the component. Ratings of staff and student achievements by project staff, counselors, school administrators, and other involved personnel are presented. Although the project was discontinued after the third year, superintendents have made applications for regular units to continue the exploration and investigation activities. Project forms and correspondence are appended. (RG)

**ED 131 326** 08 CE 009 017

*Goodwin, Margarette Y., Comp.*

**Promoting Educator Contributions to Colorado's Vocational Education Curriculum Materials Development Efforts: Selected Papers and Synopses of Remarks Presented at the Curriculum Materials Development Workshop. Interim Report.**

Colorado State Univ., Ft. Collins. Dept. of Vocational Education.

Spons Agency—Colorado State Board for Community Colleges and Occupational Education, Denver.; Office of Education (DHEW), Washington, D.C.

Report No.—VT-103-349

Pub Date 31 Dec 75

Note—192p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Administrator Role, Conference Reports, \*Curriculum Development, \*Instructional Materials, \*Material Development, Systems Approach, \*Vocational Education, Workshops

Identifiers—Colorado

This compilation of 14 papers presented at a curriculum materials development workshop for vocational educators includes the following topics: "Curriculum Concepts" by William D. Woolf, "Systems Approaches to Curriculum Development in Vocational Education" by James E. Wall, "Instructional Materials Laboratory: University of Missouri-Columbia" by Amon Herd, "Administrative Commitment Facilitates Curriculum Development for Vocational Education" by Arch Alexander, "Just About the Time I Think I Can Make Ends Meet—Somebody Moves the Ends!" by Ann Benson, "North Dakota Vocational Education Curriculum Development Plan" by Donald Eshelby, "Colorado Efforts for Vocational Education Curriculum Materials Development" by Wiley B. Lewis, "Standard Characteristics of Vocational Education" by Darrell L. Parks, "Workshop Scenes" by Leonard Nasman, "Implications of Copyright Laws for Education" by Edwin L. Spangler, Jr., "Systems Approach to Curriculum Development—Role of Institutions and Individuals" by Milton E. Larson, "Roles in Curriculum Materials Development—A Perception" by Joe Nichols, "Perceived Roles in Curriculum Materials Development" by Harold Wallace, and "National Overview—Curriculum Materials Development" by William Berndt. Names of workshop participants and the agenda are appended. (RG)

**ED 131 327** 08 CE 009 039

*Kaas, Duane; Kahler, Alan A.*

**Competencies Needed by Workers in Horticultural Occupations.**

Iowa State Dept. of Public Instruction, Des Moines.; Iowa State Univ. of Science and Technology, Ames. Dept. of Agricultural Education.

**Spons Agency—Office of Education (DHEW), Washington, D.C.**  
**Report No—VT-103-371**  
**Pub Date 75**

**Note—469p.; Pages iii (Foreword), v (Table of Contents), and Table 30 (Nursery Production Employee Competencies) on page 235 may not reproduce well due to faint, broken type**

**EDRS Price MF-\$0.83 HC-\$24.77 Plus Postage.**

**Descriptors—Horticulture, \*Job Analysis, \*Job Skills, Occupational Information, Occupational Surveys, \*Ornamental Horticulture Occupations, State Surveys, Tables (Data), \*Task Analysis**

**Identifiers—Iowa**

This study was undertaken to identify occupational areas in the horticultural industry and to identify, describe, and categorize the mental and physical skills needed by workers in horticultural occupations. Competency lists were developed for these occupational areas: arborist services, farm and garden supply centers, golf course management, greenhouse production, landscape services, nursery production, park and highway management, retail florist, and wholesale florist. A survey instrument incorporating the competencies was administered to 1,435 Iowa horticulture employees with a response rate of 36%. Data are presented in two parts. Part 1 contains information relative to occupational areas in each of the nine categories and the number of persons employed in each. Geographic distribution of businesses from which responses were received is also provided. Part 2, covering the majority of document, consists of tables which summarize the competencies performed by workers in each of the nine areas. Data are presented in the two broad categories of management and sales and labor. The tables list the tasks and indicate performance frequency by number of employees and by overall percent of employees. (NJ)

**ED 131 328 95 CE 009 047**

**Miller, Harry**

**Implementation of the Occupational Cluster Concept—A Curriculum Tool for Improving Career Development and Preparation Education. Interim Report. July 1, 1975 through June 30, 1976.**

**Calhoun Area Vocational Center, Battle Creek, Mich.**

**Spons Agency—Office of Education (DHEW), Washington, D.C.**

**Report No—VT-103-379**

**Bureau No—502A550010**

**Pub Date Jul 76**

**Grant—G05-75-00047**

**Note—297p.**

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

**Descriptors—Area Vocational Schools, Career Education, \*Career Planning, \*Curriculum Development, Delivery Systems, Educational Diagnosis, Elementary Secondary Education, \*Job Skills, \*Occupational Clusters, Post Secondary Education, Program Evaluation, Student Evaluation, \*Vocational Education**

A detailed description is presented for the first year efforts of a 3-year project to demonstrate the application of the cluster concept as an organizational technique to facilitate the delivery of career development skills and occupational preparatory skills instruction. The major product components of the project are (1) a management model, (2) an internal process evaluation, (3) the clustering of vocational/technical curriculum, (4) support components, (5) a career development curriculum, (6) placement services and skills, and (7) career cluster integration, dissemination, and K-14 articulation. Accomplishments during the first year were largely planning and developmental in nature, and concerned management design, instructional strategies, staff training, and curriculum development. The third party evaluation by Carkhuff Associates is included in the document. The results of the compilation of base rate data for evaluation purposes are reported, along with summary statements regarding other major project concerns. The evaluators concluded that the project has effected a solid management base, staff receptivity to project goals, and commitment to training. Appendixes, comprising about half the document, include specific objectives for achieving project goals, anticipated outcomes for junior high, senior high, and area vocational students, and student career development survey forms. (Author/RG)

**ED 131 329 08 CE 009 048**  
**Strate, James W., Brorson, Bruce**  
**A Model Distributive Education Competency Based Learning Laboratory. Final Report. Research Series No. 25.**

**North Dakota State Board for Vocational Education, Bismarck, Research Coordinating Unit; North Dakota Univ., Grand Forks.**

**Spons Agency—Office of Education (DHEW), Washington, D.C.**

**Report No—VT-103-380**

**Pub Date 1 Jun 76**

**Note—71p.; Pages 31 and 32 of appendix A may not reproduce well due to faint type**

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—\*Curriculum Development, \*Distributive Education, \*Distributive Education Teachers, Educational Facilities, \*Inservice Teacher Education, Preservice Education, Research Projects, School Surveys, \*Simulated Environment, \*Teaching Skills**

The research project focused on the utilization of the model-school store as a distributive education learning laboratory. Objectives were to: (1) Determine the competencies required of teacher-coordinators, (2) determine the instructional materials and equipment needed, (3) develop a model-school store curriculum for secondary education, and (4) provide a model-school store learning laboratory for teacher-coordinators. Based upon a literature review and advisory committee recommendations, 226 teacher-coordinator competencies (developed by Lucy Crawford) were all accepted as essential, and state supervisors of distributive education were contacted for information about programs in their state. Seventy teacher-coordinators responded to a questionnaire survey regarding the operation of the model store at their school. In addition, 30 personal interviews on employment skills were conducted with local business personnel. A major survey finding was that state supervision had the greatest impact on the implementation of model-school stores. Specific recommendations are offered for preservice and inservice training of teacher-coordinators. Appended are the correspondence and survey instruments, Crawford's list of competencies, a distributive education supplies and equipment budget, and list of references. (Author/RG)

**ED 131 330 CE 009 054**  
**Health Occupations Needs Assessment for the Glendale Union High School District. Final Report.**

**Glendale Union High School District 205, Ariz.**

**Spons Agency—Arizona Occupational Research Coordinating Unit, Phoenix.**

**Report No—VT-103-386**

**Pub Date 4 Jun 76**

**Note—107p.**

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—\*Community Surveys, Educational Research, \*Health Occupations, \*Needs Assessment, \*School Surveys, Tables (Data)**

**Identifiers—Arizona (Glendale), Glendale Union High School District AZ**

A community and school survey was made of the Glendale Union High School District to determine the need for a health occupations program at the high school level. Procedures consisted of a literature review, visits to local health occupations and career programs, and administration of needs assessment instruments to high school students, Glendale Community College students, and representatives of the local health community. Detailed results of the analyzed responses are presented in narrative and tabular form. Tables present the frequencies and percentages of responses for the high school students categorized as 10 needs, 25 goals, 10 high school activities, and choice of career field. Tables indicate frequencies and percentages of Glendale Community College and the health community responses to 10 needs and 25 goals. Tables also present the chi-square statistics comparing responses to the 10 needs and 25 goals of the high school students, community college students, and the health community. Program recommendations and rationale for a course in health occupations are presented as a result of the needs assessment. The survey instruments are appended to the report. (NJ)

**ED 131 331 CE 009 055**  
**Stewart, Ida Santos Stone, Norma K.**

**The Identification of Texas Anglo, Black and Chicano Child Rearing Practices in Relation to Child Care Career Competencies.**

**Houston Univ., Tex.; Texas Education Agency, Austin, Div. of Occupational Research and Development.**

**Report No—VT-103-387**

**Pub Date 76**

**Note—296p.; Sixteen pages of the document contain tabular materials that may not reproduce well in hard copy or microfiche**

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

**Descriptors—Anglo Americans, \*Attendant Training, \*Child Care Centers, \*Child Care Workers, \*Child Rearing, Comparative Analysis, Cultural Differences, \*Cultural Factors, Day Care Services, Early Childhood, Mexican Americans, Negroes, \*Parent Attitudes, Professional Personnel, Questionnaires, Surveys**

**Identifiers—Texas**

Cultural factors in child rearing and child care center practices which may influence training for child care personnel in Texas were surveyed to: (1) identify Anglo, Black, and Chicano child rearing practices, (2) identify child care center practices, (3) compare regional practices in relation to culture, and (4) identify the relation of cultural factors to vocational training for child care personnel. Questionnaires were administered to representative samples of parents, child care practitioners, and professionals in six geographic regions of Texas. A computer program was used to examine relationships and determine significances. Responses are presented in narrative and tabular form. Discussion is organized around response data on family relationships, discipline, feeding-eating practices, sleeping behaviors, toilet-training, verbal interactions, child care center attributes, and parent-center relationships. It was concluded that there are few major cultural differences in Anglo, Black, and Chicano child-rearing practices and child care center practices, and that cultural factors may not be as important to vocational training of child care personnel as had been thought. The instruments used in the study are appended. (MF)

**ED 131 332 CE 009 056**

**Junge, Catherine**

**Development of Instructional Module Orientation to the Health Care Delivery System. Final Report.**

**Texas Woman's Univ., Denton.**

**Spons Agency—Texas Education Agency, Austin, Div. of Occupational Research and Development.**

**Report No—VT-103-388**

**Pub Date 30 Jun 75**

**Contract—42309930; 52340105**

**Note—318p.**

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**

**Descriptors—Audiovisual Instruction, Behavioral Objectives, \*Curriculum Development, Curriculum Guides, \*Experimental Curriculum, \*Health Occupations Education, \*Instructional Materials, Multimedia Instruction, Posttesting, Pretests, Secondary Education, Teaching Guides, Transparencies, Vocational Education**

**Identifiers—Texas**

In an effort to fill a need for validated instructional materials in secondary vocational health occupations education, an experimental instructional module was developed based on behavioral objectives identified by teacher coordinators in Texas Health Occupations Cooperative Training (HOCT) programs. The module was then pilot tested with students in these programs. The project report section includes needs analysis, discussion of related literature and research, project methods and procedures, data analysis and findings, and conclusions. Over half of the document consists of appendices which include a description of the experimental module and copies of the three products developed: Teacher Implementation Plan, Student Record Book, and assessment instruments. Designed for use by a group of students with the instructor acting as a facilitator and resource person, the module is divided into eight teaching units. Topics include health care facilities, a history of health care, agency organization, health care personnel, and major health problems. For seven of the units, the teacher implementation plan includes transparency masters and a script for a slide-tape

## Document Resumes

presentation. The Student Record Book includes information sheets, vocabulary list, and study questions for each unit. Pretests and posttests for each unit, along with a scoring key, comprise the assessment instruments. The document includes project forms and a bibliography. (Author/RG)

**ED 131 333** CE 009 058  
**Evaluation of Vocational Technical Education.**

**Phase I. A Review of the Literature.**  
 New Educational Directions, Crawfordsville, Ind.  
 Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.  
 Report No.—VT-103-390  
 Pub Date Jul 75  
 Note—49p.; For a related document see CE 009 059

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—\*Evaluation Methods, \*Literature Reviews, \*National Surveys, Technical Education, \*Vocational Education  
 Identifiers—United States

Phase 1 of the project consisted of a survey of the states to determine the type of model used in the states' evaluation of vocational-technical education. In addition, a search was made of RIE and CJIE to determine the most recent evaluation research studies conducted in each state. Through responses to inquiries and the literature search, the type of evaluation and research studies conducted in each state was determined. The various methods of evaluation used were grouped into the eight categories of self-study, visiting team, follow-up, employer-based, cost-benefit, behavioral objective, nonbehavioral objective, and job placement relatedness. Results are presented as discussions in which the literature on each of the eight identified evaluation methods is summarized. A discussion of process versus product evaluation is also included. Tables indicate the type of evaluation used as reported by the states and also the number of reported research studies conducted in or for the states according to type of evaluation method. Appendices contain project correspondence and a 19-page bibliography. (NJ)

**ED 131 334** CE 009 059  
**Evaluation of Vocational Technical Education.**  
**Phase II. A Skeletal Model with Suggested Research and Development Activities.**

New Educational Directions, Crawfordsville, Ind.  
 Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.  
 Report No.—VT-103-391  
 Pub Date May 76  
 Note—19p.; For a related document see CE 009 058

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Adult Education, \*Evaluation Methods, \*Models, Post Secondary Education, Secondary Education, Technical Education, \*Vocational Education

Phase 2 of this project presents a skeletal model for evaluating vocational education programs which can be applied to secondary, postsecondary, and adult education programs. The model addresses 13 main components of the vocational education system: descriptive information, demonstration of need, student recruitment and selection, curriculum, guidance and placement, facilities, community involvement, youth organizations, cooperative programs, program's effect on students, holding power and popularity, satisfaction of various audiences with program, and program staffing and administration. Each component consists of a general rationale for evaluating that aspect of the vocational program, specific questions or subcomponents, and general approaches required to investigate those questions. In addition, recommendations for research and development relating to each component are provided. (NJ)

**ED 131 335** 08 CE 009 060  
**Fire Education and Training--FEAT. Final Report.**

A. K. Smith Area Career Center, Michigan City, Ind.  
 Spons Agency—Indiana State Board of Vocational and Technical Education, Indianapolis.  
 Report No.—VT-103-392  
 Pub Date 15 Jun 76  
 Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Adult Vocational Education, Audiovisual Aids, Developmental Programs, \*Fire

Fighters, \*Fire Science Education, Post Secondary Education, \*Program Descriptions, Resource Guides, Teaching Guides, \*Volunteer Training  
 Identifiers—Indiana (LaPorte County)

A library of audiovisual instructional materials and curriculum guides were developed to train members of volunteer fire departments in LaPorte County, Indiana. The report briefly summarizes the project and includes a guide describing the audiovisual and instructional materials developed. The guide, containing 10 units, presents brief descriptions of each unit (which consists of a series of transparencies and an accompanying instructor guide). An illustration of one sample transparency from each unit is shown. The units are entitled Forceful Entry, Hose Layout Practices, Electrical Hazards and Fires, Transportation Fires, Company Officer Leadership, Overhauling Operation, Ventilation Practices, Fire Stream Practices, and Fireground Search and Rescue. (NJ)

**ED 131 336** 95 CE 009 061  
*Dittman, Jennette K.*

**Sex-Role Perceptions of North Dakota Vocational Educators. Final Report. Research Series No. 38.**

North Dakota State Univ., Fargo. Coll. of Home Economics.  
 Spons Agency—North Dakota State Board for Vocational Education, Bismarck. Research Coordinating Unit; Office of Education (DHEW), Washington, D.C.  
 Report No.—VT-103-393  
 Pub Date Jun 76

Note—54p.  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—Administrator Attitudes, Counselor Attitudes, Sex Differences, \*Sex Role, \*Sex Stereotypes, Surveys, Teacher Attitudes, \*Vocational Education

Identifiers—North Dakota  
 The assessment of sex-role perceptions of vocational educators was planned as a means of addressing the issues of sexism and sex-role stereotyping in vocational education in North Dakota. The stratified random sample consisted of 396 vocational teachers, administrators, and counselors. Bem's Sex-Role Inventory was used to assess the subjects' sex-role perceptions. The testing of the hypotheses resulted in the following conclusions: (1) Vocational educators were highly consistent in the sex-role perceptions; subjects in all subsamples perceived males as masculinized and females as feminized-typed, suggesting predominantly stereotyped views, (2) female subjects viewed themselves as being significantly less sex-typed than did male subjects, (3) both male and female subjects described males and females as more significantly sex-typed than they perceived themselves to be, (4) androgynous subjects perceived a significantly smaller difference between males and females than did more sex-typed subjects, and (5) there appeared to be a tempering of the exaggerations of masculinity and femininity by androgynous individuals. In addition to a description of the procedures and presentation of the results, the report presents a review of the literature and a bibliography. The Bem Sex-Role Inventory is appended. (Author/NJ)

**ED 131 337** 08 CE 009 062  
*Fruchtel, Joseph F.*

**Student Job Placement Service. Final Report.**  
 Richmond Public Schools, Va.

Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—VT-103-394  
 Pub Date Jun 76

Note—44p.; Not available in hard copy due to marginal reproducibility of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**  
 Descriptors—\*Employment Services, Feasibility Studies, \*High Schools, \*Job Placement, Pilot Projects, Program Descriptions, \*School Community Cooperation, Secondary Education, \*Student Employment

Identifiers—George Wythe High School, Virginia (Richmond)

This 3-year pilot project demonstrated the feasibility of schools assuming responsibility for the job placement of students at every exit level, and established a systematic, effective job placement service capable of serving all secondary stu-

dents. The project was operational at a high school serving 1,303 students of which the racial balance is 75% black and 25% white. Through the cooperation of the business community, the job placement service acted as an employment agency and also provided students the opportunity to prepare themselves for the world of work through programs focused on employer expectations. Of the 884 graduates using the service during the 3-year period, 613 requested job assistance. Of these, 109 full-time and 208 part-time placements were found. Over 900 other students requested assistance in part-time and summer placements. Students most difficult to place were school dropouts with behavior problems. The cooperation from business leaders, counselors, teachers, administrators, and community resource people contributed to the success of the project. Recommendations are offered for the establishment of similar services. Project forms are appended. (RG)

**ED 131 338** 08 CE 009 066  
**Bilingual Bicultural Delivery of Human Services to Elderly Franco-Americans through Vocational Education. Final Report.**

Maine Univ., Orono. Bangor Community Coll.; Maine Univ. Portland-Gorham; Maine Univ., Presque Isle.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—VT-103-398  
 Pub Date 30 Jun 76  
 Grant—GOO-75-0-2019  
 Note—83p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
 Descriptors—Adult Education Programs, \*Bilingual Education, \*Gerontology, Human Services, Intercollegiate Programs, \*Older Adults, \*Paraprofessional Personnel, \*Program Evaluation, Vocational Education

Identifiers—\*Franco Americans, Maine

This project was an attempt to provide bilingual vocational education to elderly Franco-Americans on a cooperative basis among three Maine universities. Seventy-seven adult unemployed or underemployed Franco-Americans participated in a human services worker training program based on the Bangor-based certificate level curriculum in gerontology. Part 1 of the report is a compilation of programmatic and administrative information concerning recruitment, curriculum, support services, objectives, and administration. Part 2 is an independent evaluation of the project which consisted of onsite visits and surveys of faculty, staff, students, and practicum supervisors. Data from onsite visits are summarized and presented according to the role of bilingualism, effects of bicultural emphasis, adequacy of human services training, practicum placements, students, faculty, staff, consortium approach, and the one-year certificate. The surveys included questions on most of the same topics addressed by the onsite visit evaluation. Survey responses, received from approximately one-half of each group, indicated high levels of satisfaction among all groups. Sample instruments are included. (NJ)

**ED 131 339** CE 009 067  
*Bauch, Klaus Dieter*

**The Impact of Numerical Control Technology and Computer Aided Manufacturing on Curriculum Development in Industrial Education and Technology. A Final Report.**

Texas A and M Univ., College Station. Dept. of Industrial Education.

Spons Agency—Texas Education Agency, Austin. Dept. of Occupational Education and Technology.  
 Report No.—VT-103-399  
 Pub Date Aug 76  
 Contract—62360127  
 Note—317p.

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**  
 Descriptors—\*Curriculum Development, \*Engineering Technology, \*Industrial Education, \*Manufacturing, National Surveys, \*Numerical Control, Post Secondary Education, \*Programming, Research, School Surveys, Statistical Analysis

The study was designed to investigate the effects of Numerical Control Technology and Computer-Aided Manufacturing (NC/CAM) in American industry on industrial education and engineering technology education. The specific purpose was to identify a data base and rationale for curriculum development in NC/CAM through a

comparison of views by industrial NC users and educators regarding appropriate instructional content for educational programs in this technology. Methodology involved a national survey requiring the completion of a two-part questionnaire by over 400 industries and approximately 100 educational institutions. Based on survey findings, recommendations are offered for curriculum development to meet industry needs. Five major areas of NC/CAM are suggested in three levels from introductory, intermediate, to advanced programs with the specific number of courses required to be determined by the particular institution. These areas are basic and general NC concepts, manual programming for NC, computer-assisted programming for NC, management and economic aspects of NC, and advanced technologies. Appendixes to the report include correspondence, the survey instruments, and tables analyzing the data obtained. (RG)

**ED 131 340** CE 009 070  
**Careers for the Homebound. Home Study Opportunities.**

B'nai B'rith, Washington, D.C. Career and Counseling Services; President's Committee on Employment of the Handicapped, Washington, D.C.

Pub Date 74

Note—18p.

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036 (No Charge) Washington, D.C. 20036 (No Charge)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Career Education, \*Correspondence Courses, Correspondence Schools, Directories, \*Educational Opportunities, Handicapped, Home Instruction, \*Home Study, Independent Study, Resource Guides, Vocational Education

Home study courses are listed in this pamphlet that may be taken by persons with varied ages and educational achievements. Courses which relate to occupations are listed by the occupational division classifications used by the "Dictionary of Occupational Titles, Vol. 1." Listed immediately after each course title are numbers indicating accredited home study schools offering that particular course. These schools are listed numerically following the course listing section. The final section lists resources for the homebound, for the professional, and sources of educational and vocational counseling information. (TA)

**ED 131 341** CE 009 071

*Feingold, S. Norman*

**Career Guidance—When, Where and by Whom?**

B'nai B'rith, Washington, D.C. Career and Counseling Services.

Pub Date May 74

Note—13p.; Speech presented at the Career Guidance Institute (Sitka, Alaska, February 14, 1974)

Available from—B'nai B'rith Career and Counseling Services, 1640 Rhode Island Ave., N.W., Washington, D.C. 20036 (\$1.00)

Journal Cit—Counselor's Information Service; v29 n2 Special Supplement May 1974

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Career Education, Career Planning, \*Counselor Role, Educational Change, \*Educational Responsibility, Futures (of Society), \*Guidance Functions, Guidance Personnel, High School Students, \*Information Needs, Information Systems, \*Occupational Guidance, Secondary Education, Speeches

Career guidance holds a significant place in secondary education today. Many of today's generation are no longer motivated by extrinsic rewards alone, consequently educators must harness a higher level of needs in order to work constructively with today's youth. There must be more maximizing of human potential, which is possible through career guidance and development. In a society that is in a constant state of flux (due to such factors as technological advances and changing social roles), career guidance must (1) fulfill the need that youth and adults have for reliable and valid information about educational and vocational possibilities, (2) help parents and teachers understand information about students' various characteristics, including assets and weaknesses, and (3) direct use of new research and practices in guidance and counseling. Career guidance can take place in all settings; however the school environment is of

particular importance. Career education can easily be infused into the curriculum, with career guidance taking place through use of the printed word, audio and audio-visual media, and through experience. Also guidance personnel, including both professional workers and support personnel should be responsible for providing the human aspect of the occupational decisionmaking process and should consider personal, interpersonal, and systemic factors influencing a counselee's use of guidance information. Counselors are accountable for the successful integration of students into the adult world of work. With the help of career guidance activities the increased working marriage of industry and the schools bodes well for the future. (SH)

**ED 131 342**

**Microfiche Set of Documents Announced in Abstracts of Instructional and Research Materials in Vocational and Technical Education (AIM/ARM), Volume 9, Number 5.**

Ohio State Univ., Columbus. Center for Vocational Education

Spons Agency—Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—9,873p.

**EDRS Price MF-\$17.53 Plus Postage. HC Not Available from EDRS.**

Descriptors—Agricultural Education, Business Education, Career Education, Distributive Education, Documentation, \*Educational Research, Health Occupations Education, Home Economics Education, Industrial Arts, \*Instructional Materials, \*Microfiche, Resource Materials, \*Technical Education, Trade and Industrial Education, \*Vocational Education

Documents announced in the Volume 9, Number 5 issue of "Abstracts of Instructional and Research Materials in Vocational and Technical Education" (AIM/ARM) and not available under individual ED numbers are included in this microfiche set. Microfiche availability for these documents is shown in the VT-ED Number Cross Reference List included in AIM/ARM, Volume 10, Number 2. The microfiche set is arranged in the following sequence: (1) A VT number list of those documents in the microfiche set for Volume 9, Number 5, and (2) the full text of documents listed, in ascending VT-number order. The documents are filmed continuously. (Author/HD)

## CG

**ED 131 343**

CE 005 518

*Renzulli, Joseph S.*

**Problems and Issues in the Measurement of Creativity.**

Pub Date Mar 70

Note—11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Minneapolis, Minnesota, March, 1970); Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cognitive Processes, \*Creativity, \*Creativity Research, Criterion Referenced Tests, Divergent Thinking, Problem Solving, Psychological Studies, \*Research Methodology, Speeches, State of the Art Reviews, \*Testing Problems, Verbal Ability

Controversy exists regarding the nature of the creative process and strategies which hold maximum promise for accelerating creative production. This paper provides a structural overview of the major problems and issues found in the scientific study of creativity, primarily in regard to dimensionality and criterion choice. (KS)

**ED 131 344**

CE 006 095

*Krieger, George W.*

**An Approach to Vocational Counseling with the Retarded.**

Pub Date [69]

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Career Exploration, \*Educable Mentally Handicapped, High School Students, \*Information Seeking, Mental Retardation, Pilot Projects, \*Reinforcement, Research Pro-

jects, \*Role Models, Secondary School Counselors, Speeches, \*Vocational Counseling, Vocational Interests

The study describes the use of a model and reinforcement counseling approach, and a control approach, with fifty-six educable retarded youngsters. The treatment approach increased information seeking behavior of the subjects. The results were discussed in terms of the use of modeling, reinforcement counseling and other techniques for improving vocational services to the retarded. (Author)

**ED 131 345**

CG 006 215

*Hazlett, James A.*

**National Assessment—A Tool for Accountability.**

Pub Date 23 Feb 71

Note—16p.; Paper presented at the Annual Meeting of the American Association of School Administrators (February, 1971)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Data Analysis, \*Educational Accountability, \*Educational Assessment, Elementary Secondary Education, \*Evaluation Methods, \*Social Science Research, Speeches, State of the Art Reviews, Statistical Studies Identifiers—\*National Assessment of Educational Progress

James A. Hazlett, NAEP Administrative Director, discusses the National Assessment program as an accountability tool. The strengths and weaknesses of the program as an evaluative method in the cognitive areas are discussed at length. (MPJ)

**ED 131 346**

CG 006 229

*Hobson, Sandra K. Feldhusen, John F.*

**Freedom and Play in Creativity Instruction.**

Pub Date Feb 71

Note—22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York City, New York, February, 1971)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Classroom Research, \*Creativity, Creativity Research, Elementary Secondary Education, \*Group Activities, \*Instruction, \*Interpersonal Relationship, \*Play, Role Playing, Speeches

This study examines the roles of freedom and play in creativity instruction. A trial operation of a creativity training program is described including a workshop with 18 sixth- and eighth-grade students. The program emphasizes three basic concepts: freedom, playfulness and warm interpersonal relationships. Group activities and dramatic techniques are used in the program. Implications are that substantial freedom and play increase the effectiveness of instructional materials and techniques. Also, understanding the creative thinking processes could be enhanced by further research in this area. (Author/MPJ)

**ED 131 347**

CG 006 254

*Davis, Gary A. Belcher, Terence L.*

**How Shall Creativity Be Measured? Torrance Tests, RAT, Alpha Biographical, and IQ.**

Pub Date [71]

Note—29p.; Best Copy Available; several pages may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Creative Thinking, Creativity Research, \*Creativity Tests, High School Students, \*Intelligence, \*Measurement Techniques, \*Predictive Ability (Testing), Research Projects, Secondary Education, Sex Differences

Identifiers—\*Alpha Biographical Inventory, Remote Associates Test, \*Torrance Tests of Creative Thinking

This study evaluated interrelationships among the scores of 51 high school seniors on the Remote Associates Test (RAT), verbal subtests of the Torrance Tests, the Alpha Biographical Inventory (ABI), and IQ. For all SS, RAT scores, IQ, and the ABI Academic Success score comprised an interrelated "intelligence cluster." With males, none of the scores in the intelligence cluster correlated well with the Torrance Test scores nor with the ABI Creativity score. Further, for males the Torrance scores were unrelated to ABI Creativity. With females, individual tests in the intelligence cluster (especially IQ and ABI Academic) correlated significantly with Torrance Test and ABI Creativity scores. Also with females, Torrance Test and ABI Creativity scores were significantly related. Using as an "outside"

## Document Resumes

validating criterion ABI items which provide self-ratings of creativity and originality and self-reports of art, writing and science activities. Torrance Test scores proved to be the best predictor (except for the ABI Creativity score itself, which was partly based upon the criterion items). The authors proposed an attitude-based "life-style" view of creativity, and made recommendations for assessing creative potential in high school and in earlier grades. (Author)

**ED 131 348** CG 006 332

*Jones, J. Charles And Others*

**Effects of Coeducation on Adolescent Values.**

Pub Date [62]

Note—21p.; Paper presented at the Annual Meeting of the American Educational Research Association (1971)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adolescence, \*Coeducation, High School Students, Peer Relationship, \*Questionnaires, Secondary Education, Self Esteem, \*Student Attitudes, \*Student Motivation, Surveys, \*Values

Identifiers—\*New Zealand

This study uses New Zealand secondary school students to assess the effects of coeducation on student attitudes and behaviors related to academic motivation and achievement. Subjects were 1225 students in their third and fourth years of secondary school. Part of the sample attended coeducational schools, and part attended single-sex schools. Questionnaires were given to all students. Chi-square analysis of responses indicates significant differences between responses of students in the coed schools and those in the single-sex schools in scholastic activities and attitudes, prestige and popularity, peer influences, and self-regard. Students from single-sex schools tend to value scholastic achievement and sports participation more than do coed students. Single-sex school students also seem less preoccupied by "rating and dating." The author suggests that a re-examination of the value of coeducation may be in order. (MPJ)

**ED 131 349** CG 007 120

*Mariand, S. P., Jr.*

**Life, Work, and the Career Education Concept.**

Pub Date 28 Feb 72

Note—17p.; Paper presented at the Annual Meeting of the American Association of Junior Colleges (Dallas, Texas, February, 1972)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Education, \*Career Education, \*Career Planning, \*Community Colleges, \*Equal Opportunities (Jobs), Junior Colleges, \*Life Style, \*Relevance (Education), Speeches, Student College Relationship, Vocational Development

The past decade has been a time of grim realization of the shortcomings of education and especially its resistance to internal reform, resulting in the erosion of the confidence of the people. Mariand called his embryonic concept of reform career education, and it had as its birthplace the community junior college which denied the need to dichotomize education into academic and occupational components. Focusing on practicality and relevance as well as abstract knowledge, career education commits itself thematically to credibility, accountability and flexibility. It includes the entire range of learning experience from childhood through maturity, and is not limited to formal education. Career education should free Americans by preparing them to make intelligent career choices and to prepare for life in the broadest possible sense, via intrinsic motivation. The role of the two-year colleges in providing opportunities to millions of Americans is praised. The author's hope is for the achievement of a partnership of learner and institution as a vital, humane, effective instrument for individual and community betterment. (K5)

**ED 131 350** CG 007 122

*Mathews, Walter M.*

**The Development of Sexism in American Education.**

Pub Date 7 Apr 72

Note—10p.; Best Copy Available; Paper presented at the Annual Meeting of the American Educational Research Association (56th, Chicago, Illinois, April, 1972)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*American Culture, Discriminatory Attitudes (Social), \*Educational Discrimina-

tion, Equal Opportunities (Jobs), \*Females, Higher Education, Historical Reviews, \*Sex Discrimination, Social Attitudes, Speeches, \*Womens Education

This paper describes the history of women in education in America. The primary force that allowed women into the nations' colleges was economic rather than ideological, when the Civil War took many men out of college. Women have been increasingly involved in higher education since then; however, they have been subject to job discrimination, and have been placed predominantly in low-status positions in academia and elsewhere. Frequently there are admission quotas of higher admission standards for women than for men, and discriminatory practices apply in financial assistance. Sexism is defended by physiological, psychological, intellectual and cultural arguments. The conclusion drawn is that the hand that rocks the cradle has sufficient cause and strength to rock the boat. (KS)

**ED 131 351** CG 007 126

*Perry, Gail*

**Cross-Cultural Study on the Effect of Space and Teacher Controlling Behavior.**

Note—4p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Classroom Environment, \*Cross Cultural Studies, Cultural Disadvantage, Effective Teaching, Preschool Education, \*Preschool Teachers, Research Projects, \*School Space, Space Utilization, \*Teacher Behavior, \*Teaching Conditions

Identifiers—\*Project Head Start

The purpose of this study was to determine the effect classroom space had on teacher behavior. It was hypothesized that Head Start teachers in classrooms with inadequate space (less than 30 square feet per child) would exhibit more controlling behavior toward children than would Head Start teachers in classrooms with an adequate amount of space per child (over 49 square feet per child). Twenty Head Start teachers from the U.S. Virgin Islands, most of them Black, English-speaking high school graduates, were observed during 50 minutes of free play, 20 minutes of group activity and 20 minutes of routines (washing, toileting, meals). The Control Non-Control Scale of the Flanders Interaction Analysis was used in modified form to code verbal and non-verbal teacher controlling behaviors. The hypothesis was confirmed. Teachers in classrooms with inadequate space are more controlling than teachers with adequate space. Provision of space is a basic tool in helping teachers become more effective. (K5)

**ED 131 352** CG 007 217

*Maccia, Elizabeth S.*

**Prejudice Against Women and Bias in Educational Research.**

Pub Date 4 Apr 72

Note—14p.; Not available in hard copy due to marginal legibility of original document; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, Illinois, April, 1972)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Bias, Discriminatory Attitudes (Social), \*Educational Research, \*Females, \*Sex Discrimination, Social Discrimination, Speeches, State of the Art Reviews, \*Values

The purpose of this paper is to present an analysis of how prejudice against women produces bias in educational research. The first part of the paper sorts out the ways in which values can enter into educational research. The second part of the paper argues that bias can result from each of these ways due to prejudice. In the final part of the paper, through exemplifications, the analysis is given meaning in the context of prejudice against women. (Author)

**ED 131 353** 95 CG 010 900

*Crowley, Thomas J. And Others*

**Career Assessment Instruments for Secondary School Counselors.**

New Hampshire Research Coordinating Unit for Vocational-Technical Education, Concord.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Aptitude Tests, \*Career Choice, Guides, Interest Tests, \*Measurement Instruments, \*Occupational Guidance, Secondary Education, Secondary School Students, Students, \*Student Testing, \*Test Reviews, \*Test Selection, Vocational Interests

This document, an addition to the New Hampshire Model for Secondary School Guidance Programs, provides guidelines to help counselors select tests for occupational guidance. The career assessment instruments most commonly used in secondary schools are compared and contrasted. Publishers' addresses, costs of specimen sets and comments regarding the reliability and validity are included in the annotations. Also included are eight interest tests, three aptitude batteries, and four other standardized career development instruments: Assessment of Career Development (ACE); Career Development Inventory (CDI); Career Maturity Inventory (CMI); and Career Planning Program. Personality tests are not incorporated into the review. A brief chapter on interpreting test results with students includes questionnaires useful in systematizing the information obtained through testing. (KS)

**ED 131 354**

*Dilling, Richard A. And Others*

**An EEG Investigation of the Differences in the Hemispheric Specialization of Formal and Concrete Operational Persons.**

Pub Date [76]

Note—25p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cerebral Dominance, \*Cognitive Development, \*Cognitive Measurement, Concept Formation, \*Electroencephalography, \*Intellectual Development, Mental Tests, Physiology, Specialization, \*Thought Processes, Undergraduate Students

This study attempts to raise and answer the question as to whether lateral specialization of the brain could explain some of the differences in persons at different stages of intellectual development from birth to adulthood according to Piaget's theory of individual development via sequential, qualitatively different stages. Electroencephalographic measures were used as indicators of hemispheric specialization of concrete and formal persons. The brain activity of six concrete and seven formal subjects was monitored from the central and parietal regions of the cerebral cortex while the subjects were responding to mental tasks. Hemispheric asymmetry was determined by the ratios (left/right) of the alphas from homologous leads. Logarithmic ratios of formal subjects were greater than concrete subjects indicating more lateralization of function for formal persons, especially on the logic task. (Autnor/KS)

**ED 131 355**

*Thompson, Mark E.*

**Predicting Academic Achievement Using Nonintellective Factors: A Review of the Literature.**

Pub Date 15 Jun 76

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Aptitude, Higher Education, Intellectual Experience, Literature Reviews, Motivation, Personality Assessment, \*Prediction, \*Predictor Variables, Psychological Characteristics, Psychological Testing, Study Habits, \*Success Factors

Traditional variables used to predict success in higher education have been classified as intellective factors. These so-called intellective factors include: high school grades, aptitude scores and I.Q. scores. Other significant variables used to predict grades are known as non-intellective factors. These non-intellective factors include concepts such as: motivation, study attitudes and personality characteristics. Since intellective factors account for approximately one-half of the variance in academic achievement, there has been a trend toward the use of non-intellective factors to explain the remaining variance. (Author)

**ED 131 356**

*Brown, Frank*

**The Function and Role of the School Counselor in Urban Schools: A Survey.**

Pub Date Apr 76

**CG 010 902**

*CG 010 903*

Note—12p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Community Control, \*Counselor Functions, Elementary Secondary Education, \*Negro Students, Parent Attitudes, Parent School Relationship, \*Placement, Racism, \*Schools, School Surveys, \*Urban Schools

This study examined the views of students, parents, and teachers in three urban middle schools and one elementary school regarding important elements of the school counseling function. Respondents completed a questionnaire with a Likert-type scale, ranging from 0 to 7, on which they rated the importance of several counseling functions such as: Should the parent approve his/her child's program of study? Should the counselor assist students with course selection? Should the counselor handle discipline problems? Generally, all respondents felt that counselors should take an active role in planning a student's program of study and career direction. However, all respondents felt that counselors should not be involved with discipline. The author suggests that urban parents, students and teachers are not aware that school counselors, in selecting a student's program of study, tracking students by ability, and selecting career tracks for students, often give poor advice to black students, assigning disproportionate numbers of black students to inferior learning environments. It is suggested that there is little likelihood of parents, students and teacher support in altering the current racist counseling process. (Author/KS)

**ED 131 357 CG 010 904**

*McMillen, Patricia J.*

**A Nontraditional Approach to Counseling International Students.**

Pub Date 13 Apr 76

Note—40p.; Paper presented at the annual meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976); Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Adjustment (to Environment), \*Counseling Goals, \*Counseling Programs, \*Cross Cultural Training, Cultural Isolation, Foreign Student Advisers, \*Foreign Students, Higher Education, Inservice Programs, International Programs, Orientation, Program Descriptions

The intent of this program is to explore a comprehensive plan for counseling international students at home and abroad. The goal is optimum development of the student to insure a positive personal and educational experience. Changes in international educational exchange, such as the presence of foreign students in special programs, necessitate rethinking of counseling and guidance procedures. A program for a counseling service to meet these needs is presented. Aspects which are highlighted are determination of needs and objectives, feasibility of testing, institutional accountability, in-service training, evaluation procedures and international alumni as a continuing resource. The primary and culminating emphasis is on guidance and counseling where the dynamics of interaction take place. The counselor's focus should be on developmental, preventative and remedial aspects in helping students to increase self-understanding, deal effectively with problems and reach constructive responsible decisions. Adjustment of the individual and the environment, planning and teamwork, leadership articulation and organization are stressed. Central to the entire process is recognition of the uniqueness of each individual. (Author)

**ED 131 358 CG 010 905**

*Thompson, Mark E.*

**Distinctive Characteristics of Over and Underachieving Students: A Synthesis of the Research Literature.**

Pub Date 15 Jun 76

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Academic Achievement, College Students, Higher Education, Literature Reviews, \*Overachievers, \*Student Characteristics, \*Student Motivation, Study Habits, \*Underachievers

This article reports on the characteristics of students classified as being over or underachievers. The concepts of over and underachievement are most frequently defined in terms that relate to expectations based on ability measures. During the past 30 years there have been attempts to isolate the causal determinants of achievement. Variables such as inadequate motivation, lack of defined goals, emotional instability, bilingualism in the home, specific intellectual disability, poor study habits, the sex role and susceptibility to boredom have been investigated. (Author)

**ED 131 359 CG 010 907**

*Delworth, Ursula Aulepp, LuAnne*

**Training Manual for Paraprofessional and Allied Professional Programs.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date Jun 76

Grant—NIMH-12419

Note—77p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**Counseling Centers, \*Counseling Services, Manuals, \*Mental Health Programs, Models, \*Paraprofessional Personnel, Professional Personnel, Program Descriptions, Program Guides, \*Student Personnel Services, \*Student Volunteers, Volunteers

This training manual is published by the Western Interstate Commission for Higher Education (WICHE) program Improving Mental Health Services on Western Campuses as a result of work done on a grant from the Experimental and Special Training Branch of the National Institute of Mental Health. The manual details considerations and ideas that have been found essential in planning programs that use paraprofessionals and allied professionals. Much of the material was assembled in preparation for on-campus testing and refining of the WICHE program's paraprofessional/allied professional model. The remainder of the material results from the knowledge and experience gained through this model's application. The model incorporates ideas and recommendations of task forces that were convened during the first three years of the grant. Membership of the task forces represented all segments of the university community. One of the recommendations the task forces made was that student volunteers or paraprofessionals and allied professionals should become more consistently and intimately involved in the delivery of services to students. The manual deals with planning, selection and training of personnel; the role and evaluation. It also includes a selection process example. (Author/NG)

**ED 131 360 CG 010 908**

*Moore, Marv Delworth, Ursula*

**Training Manual for Student Service Program Development.**

Western Interstate Commission for Higher Education, Boulder, Colo.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 76

Grant—NIMH-12419

Note—81p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**College Students, Counseling Centers, \*Counseling Services, \*Counselor Training, Manuals, Mental Health Programs, Models, \*Paraprofessional Personnel, Program Descriptions, \*Program Development, Program Guides, \*Student Personnel Services, \*Training

This Training Manual for Student Service Program Development is being published by the WICHE program Improving Mental Health Services on Western Campuses as a result of work done on a grant from the Experimental and Special Training Branch of the National Institute of Mental Health. The manual presents processes used during on-site campus applications of the Program Development Model. The Program Development Model encompasses ideas and recommendations of task forces that were convened during the first three years of the grant. Membership of the task forces represented all segments of the university community. Because training, in one form or another, is so often generic to student service programs, the WICHE program decided to concentrate its efforts on the systematic development of training programs.

Training, as defined in this model includes training for student service personnel at all levels, but focuses on programs that train students to improve their academic, interpersonal/social, or vocational choice skills. With guidelines established, the next three years of the grant (1973-1976) concentrated first on the testing of a model that would put into practice a systematic approach for the development of student service training programs and then on the preparation of a manual for the model's use. (Author)

**ED 131 361**

**CG 010 909**

*Beckman, Alan C. And Others*

**Professional Supervision of Home Aide Service: Some Empirical Issues.**

Pub Date 30 Oct 75

Note—9p.; Paper presented at the Annual Meeting of the Gerontological Society (28th, Louisville, Kentucky, October 26-30, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Community Health Services, Geriatrics, \*Gerontology, \*Home Visits, \*Older Adults, \*Paraprofessional Personnel, Program Descriptions, Program Evaluation, Speeches, State of the Art Reviews, Subprofessionals, Supervision

Applied gerontological research of home care service to aged people associates the provision of the service with maintenance of independence, relief of collateral stress, prevention of unnecessary institutionalization and higher contentment. Although these beneficial effects are related to home care, the service is generally regarded as ancillary requiring professional supervision of both the client and the home aide. After an examination of the assumptions underlying this viewpoint and preliminary studies of home care, the Institute initiated an innovative home care project in which 60 clients requesting only home help were given the service without professional supervision. The cases were monitored for four months and during this period no client crises occurred as a result of the absence of professional supervision. Thus, initial evidence suggests the provision of home aide service to selected elderly clients without professional supervision has no deleterious effects. The concluding section of the paper presents a comprehensive experimental design to test the effects of home aide service with and without professional supervision on both the client and the home aide. (Author)

**ED 131 362**

**CG 010 910**

*Peery, J. Craig Aoki, Elizabeth Y.*

**Parent-Preschooler Separation Behavior and Attachment Theory.**

Pub Date [75]

Note—20p.; Paper presented at the Annual Meeting of the Rocky Mountain Psychological Association (Phoenix, Arizona, May 12-15, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Anxiety, \*Attachment Behavior, Field Studies, Infant Behavior, \*Mothers, Parent Attitudes, \*Parent Child Relationship, \*Preschool Children, Preschool Education, \*Psychological Patterns, Research Projects

Leave-taking behavior of 84 pre-school children (44 female, 40 male) and their parents during separation at the beginning of a pre-school experience was studied. Super-8mm motion picture film was analyzed on a hand operated movie editor allowing a precise record of the segments of behavior to be made. Three factors emerged from the analysis: (1) the pre-school teacher facilitates parent-child separation, (2) warm parent-child affiliative behavior encourages mutually initiated separation, (3) reluctance of the child to separate from a rejecting parent who does not respond with affiliative behavior. Traditional mother-infant attachment theory has limited utility for interpreting the findings. For the majority of the children transition from parent to pre-school was made easily. (Author)

**ED 131 363**

**CG 010 911**

*Noble, Vicente N.*

**The Ryan Cross Cultural P.P.S. (Pupil Personnel Service) Component: A Training Model.**

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the California Personnel and Guidance Association (San Diego, California, February 13-16, 1976); Appendix D may be marginally legible due to small print

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

## Document Resumes

**Descriptors**—Counseling Services, \*Counselor Training, \*Cross Cultural Training, \*Cultural Awareness, \*Field Experience Programs, \*Minority Groups, Models, Program Descriptions, Pupil Personnel Services, Pupil Personnel Workers, Speeches  
**Identifiers**—\*Minority Counseling

This report describes a cross cultural training program for pupil personnel service workers and other certificated school personnel. The program is divided into three parts: lecture, demonstration and trainee participation, and field site experiences. Recipient evaluations are required of the trainee efforts in the field sites and a workable "generalization" characterizes this program. The discriminatory problems and issues of Blacks, Mexican Americans, Asian Americans, and Native Americans in American education are addressed and the trainee, through competency development, learns to perceive and effectively assist students in a cross cultural educational setting. (Author)

**ED 131 364 CG 010 912**

Rumstein, Regina

**Of Leisure: Education for the Future.**

Pub Date 22 Apr 76

Note—20p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 22-24, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Athletics, \*College Students, \*Expectation, \*Future (of Society), Higher Education, \*Leisure Time, \*Recreational Activities, Research Projects, \*Sex Differences, Student Attitudes, Surveys

The investigation focused on college students' conception of leisure in the future, particularly their viewpoint about (1) availability of leisure time, (2) role of society relative leisure and (3) use of leisure time. A total of 90 undergraduate college students responded to a questionnaire specially designed for this study. Data indicate agreement between men and women that amount of leisure time will increase in the future, and they hold society responsible for preparing them for leisure. However, men and women tend to differ in what they expect from society; men focus on education while women look for socially planned activities. Significant differences were found between current leisure activities engaged in by men and women. Regarding future leisure activities, both sexes predict for themselves a significant increase in athletics. While interest in sports by men seems to overshadow current activities such as reading or camping, women divide their interest between sports and traveling. Men and women seem unaware of differences in their respective leisure choices, which indicates a communication problem between the sexes. Implications for leisure education such as the importance of orienting it to the future were discussed. (Author)

**ED 131 365 CG 010 913**

Nuttall, Joan

**Sex Differences in Patterns of Emotion.**

Pub Date [73]

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Affective Behavior, \*Emotional Response, Experiments, Females, \*Identification (Psychological), Learning Theories, Males, Projective Tests, Research Projects, Response Mode, \*Sex Differences, Socialization  
**Identifiers**—\*May Deprivation Enhancement Measure

This paper reports on an experiment examining sex differences in the types and meanings of emotional responses to a particular projective test: May's deprivation/enhancement measure (D/E), which is seen as an index of gender identity. The measure consistently differentiates males and females, which May felt reflected both physiological and socialization differences. The present experiment attempts to answer some of the issues raised by and problems in, May's measure. Male and female college volunteers served as subjects and the experiment compared male and female stories and D/E, while manipulating instructions, and gathering information on sex role dissatisfaction. The data supported previous work by replicating the emotional pattern differences and by showing that the differences resulted more from the extremes in female scores than from a positive female pattern vs. a male negative pattern. The experiment further indicated that per-

ceived similarity to self is an extremely important variable to be considered when interpreting the meaning of May's measure. The author concludes the D/E is tapping a phenomenological self-identification of males and females, which occurs on an emotional level. (NG)

**ED 131 366 CG 010 914**

Zimmerman, Barry J. Dialessi, Frank  
**Modeling Influences on Children's Creative Behavior.**

Arizona Univ., Tucson. Arizona Center for Early Childhood Education.

**Spons Agency**—National Coordination Center for Early Childhood Education, St. Ann, Mo.; Office of Education (DHEW), Washington, D.C.  
 Pub Date [72]

Note—30p.; Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Child Development, Cognitive Processes, \*Creativity Research, Elementary Education, Elementary School Students, \*Imitation, \*Observational Learning, Research Projects, \*Role Models, \*Transfer of Training

A model's influence on the creative behavior of 120 fifth-grade children was studied in four variations. Separate groups observed a model who was either high or low in the fluency or flexibility creativity dimensions. Multivariate procedures were used to assess treatment effects upon children's fluency and flexibility measures collected on parallel and on a very different type of creative task. High model fluency was found to significantly increase child fluency and flexibility measures on the parallel task. A marginally significant increase in observer fluency was noted on the stringent generalization task. Contrary to predictions, increased model flexibility produced significant decreases in observer fluency and flexibility measures on both the parallel and stringent generalization tasks. (Author)

**ED 131 367 CG 010 915**

Blaesser, Willard W.

**Organization Change Strategies to Facilitate Student Development Models.**

Pub Date 12 Apr 76

Note—21p.; Paper presented at the Annual Meeting of the American College Personnel Association, (Chicago, Illinois, April 11-14, 1976); not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Change Agents, \*Change Strategies, Higher Education, Models, \*Organizational Development, Speeches, \*Student Development, \*Student Needs, \*Student Personnel Services

This paper defines "student development" as emphasizing processes whereby classroom instructors and student affairs persons in post secondary education collaborate in facilitating the cognitive and affective development of the student. It traces the history of such an approach, and provides some resources in print for those who wish guidelines on how to plan and implement change strategies based on student development philosophy. The paper discusses how to apply principles and practices of Organizational Development (OD), what is known and done by O.D. theorists and practitioners, and how this body of knowledge and expertise can be fruitfully applied to the student development situation. (NG)

**ED 131 368 CG 010 916**

McDonough, Patrick J.

**APGA (American Personnel and Guidance Association) Legislative Update from Washington, D.C.**

Pub Date 22 Oct 75

Note—4p.; Paper presented at the Annual Meeting of the North Central Association for Counselor Education and Supervision (Kansas City, Missouri, October 23-24, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Articulation (Program), Educational Finance, \*Educational Programs, Financial Support, \*Government (Administrative Body), \*Legislation, \*Professional Associations, Program Descriptions, \*Pupil Personnel Services, Speeches  
**Identifiers**—\*American Personnel and Guidance Association

The major government relations activities which APGA has concentrated on during the past six months are in the following areas: (1) GRC and Its Network: Major efforts have been made to strengthen the national government relations communications network in all 50 states. Government Liaison Workers (GLW) and legislative committees are being formed in each state. Resource materials and position papers to assist GLWs have been developed and disseminated, (2) Testimony: APGA has testified in House and Senate on Career Guidance and Counseling Act; in House and Senate on Education Appropriations and in the House on National Home Health Care and Higher Education, (3) Veto Override: The Committee for Full Funding of Education Programs achieved a veto override on FY 1976 appropriations for education. P.L. 94-94 became reality because of this effort, (4) Inter-Association Activity: APGA participation with CFF on appropriation activity; co-sponsored a National Conference with American Vocational Association; actively working with AERA, National Manpower Institute and U.S. Office of Education on other professional activities, and (5) Career Guidance and Counseling Act: Both H.R. 3270 and S.940 were introduced in Congress. Ideas contained in both are now incorporated in S.2657, Education Amendments of 1976. (Author/NG)

**ED 131 369 CG 010 917**

McLean, Marquita And Others

**Affirmative Action Data Collection and Reporting System.**

Pub Date May 76

Note—20p.; Paper presented at the Annual College and University Machine Records Conference (21st, Cincinnati, Ohio, May 17-19, 1976); Part of exhibit may be marginally legible due to print quality

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Affirmative Action, \*Data Collection, Data Processing, Disadvantaged Groups, \*Educational Innovation, \*Equal Education, Higher Education, \*Information Dissemination, Program Descriptions, \*Systems Development

A computerized Affirmative Action Data Collection and Reporting System was implemented at the University of Cincinnati to assist in monitoring the progress of the University's Affirmative Action program. The benefits derived from the system were definitely a contributing factor in the University's successful attempt to have its Affirmative Action plan approved by the Department of Health, Education and Welfare. The system addresses itself to data requirements concerning recruitment; testing; hiring; training; promotion; financial aid; salaries; enrollment; and, perhaps greatest of greatest importance, comparison of the workforce with the availability of minorities and women in the labor market. (Author)

**ED 131 370 CG 010 918**

Medway, Frederic J. Lowe, Charles A.

**Causal Attributions for Performance in a Cross Age Tutoring Situation.**

Pub Date 2 Jun 76

Note—15p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (New York, N.Y., April 22-24, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Attribution Theory, \*Cross Age Teaching, Elementary Education, Feedback, Junior High Schools, \*Performance Factors, Research Projects, \*Social Experience, Teaching Methods, \*Tutoring, \*Volunteers

Forth-two elementary school children (Grades 2, 3, and 4) were tutored on a one-to-one basis by junior high volunteers (Grades 6, 7, and 8) for 12 weeks. Prior to the start of the tutoring program and following an experimental tutoring session in which tutee performance and feedback were manipulated, both the elementary and secondary students attributed responsibility for potential (pretutoring) and real (experimental) tutoring outcomes to either tutor, tutee, or tutee classroom teacher factors. Results indicated that tutees, as compared to tutors, saw their learning ability as a less important cause and saw tutor effort as a more important cause of successful and unsuccessful outcomes and for real situations. Tutees were also found to assume more responsibility for success and tutors were found to blame tutees more for lack of success in the real (and more involving) situation, thus offering partial support for notions of ego-enhancing and ego-defensive attributional biases. (Author)

**ED 131 371** CG 010 919

*Kessler, Sheila*  
**Divorce Counseling.**

Pub Date Apr 76

Note—20p.; Paper presented at the Annual Meeting of the American Personnel and Guidance Association (Chicago, Illinois, April 11-14, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adjustment Problems, \*Divorce, \*Family Counseling, \*Groups, \*Group Therapy, Guides, Models, Peer Relationship, Speeches, Workshops

The focus of this workshop will be on a model for conducting Divorce Adjustment Groups. Included in the model will be the purpose of the group, the goals, the selection of the members, the size and frequency and duration of the group meetings, and most importantly, the techniques used in working through the issues and dynamics of divorce. Methods of presentation will be lecture, discussion and demonstration. The model for Divorce Adjustment groups has evolved into its present form after four years of specializing in divorce counseling. Specific exercises are used to help persons gain self mastery over the dissolution process. Particular items addressed are: (1) working with children during divorce; (2) relating to friends who might feel awkward; (3) relating to the former spouse during the divorce process; (4) rules for equitable settlement of divorce issues such as child custody, property settlement etc.; (5) handling the possible anger, frustration and ambiguity of divorce; (6) setting new goals; (7) initiating new friendships; and (8) regaining emotional autonomy. The central purposes of these Divorce Adjustment Groups is to provide group support in a limbo period, provide a place to drain excess emotionality, as well as to learn skills for a healthy divorce process. (Author)

**ED 131 372** CG 010 925

*Tresemer, David*  
**Research on Fear of Success: Full Annotated Bibliography.**

Pub Date 31 Dec 75

Note—185p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$11.00, MF \$4.00, order number JSAS MS. 1237, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, Bibliographies, Educational Research, Fear, Goal Orientation, Individual Characteristics, \*Motivation, \*Personality Assessment, \*Projective Tests, \*Sex Differences, \*Success Factors, Test Construction, \*Test Validity

Identifiers—\*Fear Of Success

This bibliography gives 186 citations for 155 studies using Horner's recent construct of fear of success (FOS). For each of the studies (many of which are available at the Fear of Success Collection, Sophia Smith Library, Smith College), information is given concerning (a) the number and sort of subject sample used in the study; (b) details of the measurement of FOS, including test materials, date of measurement, proportion of males and females showing FOS imagery, and correlates of FOS score; and (c) experimental manipulations where FOS was an independent or dependent variable. The descriptions are strongly data oriented, including summary statistics (means and variances) where appropriate for comparisons between studies and also for secondary analysis. This comparison is encouraged by the use of effect-size indexes. A section is given on the scoring of success avoidant theme in responses to verbal story cues as an introduction to the practical aspect of assessing a personality disposition from story imagery. The uses of Horner's particular concept of fear of success in professional papers are briefly discussed, and the viewpoints that Horner's work has been cited to substantiate have been summarized for over 70 such papers. (Author)

**ED 131 373** CG 010 926

*Stewart, David W.*  
**Measuring Self Concept: A Multitrait-Multimethod Look.**

Pub Date Aug 75

Note—12p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00,

MF \$2.00, order number JSAS MS. 1242, prepayment required)

**Document Not Available from EDRS.**

Descriptors—\*Individual Characteristics, \*Personality Assessment, \*Personality Tests, Personality Theories, Research Methodology, Research Projects, \*Self Concept, \*Self Concept Tests, \*Test Construction, Test Validity

Identifiers—\*Tennessee Self Concept Scale

The Tennessee Self Concept Scale (TSCS) was examined within a multimethod-multitrait framework over a three-year time period. Reliability and intercorrelation matrices are given based on 22 to 37 subjects that were tested and retested over the three-year interval. The TSCS was found to be reliable and to bear consistent and systematic relationships to subscales of the 16 Personality Factor and California Psychological Inventory. It was concluded, however, that the TSCS was measuring only three or four independent dimensions of personality. The usefulness of measuring so global and pervasive a concept as the self was questioned. (Author)

**ED 131 374** CG 010 927

*Stern, Lewis R.*  
**Video in Psychotherapy and Therapist Training: An Introduction and Bibliography.**

Pub Date 75

Note—26p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1244, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, \*Audiosvisual Aids, Bibliographies, Counseling, \*Counselor Training, \*Feedback, Methods, \*Microcounseling, \*Psychotherapy, \*Video Tape Recordings

Identifiers—\*Videotherapy

Video in Psychotherapy and Therapist Training is a basic introduction and reference list to the field of videotape therapy. The video medium, an immediate feedback recording device of sound and sight, is fast becoming a widely used tool in psychotherapy and therapist training. This reference source contains an introduction to the topic, a brief glossary of videotape therapy and training terminology, and a bibliography on the subject of over 300 articles and texts dated from 1947 through the beginning of 1975. Reference citations are accompanied by a marginal guide to volume and abstract numbers of the Psychological Abstracts. The articles and texts on video research in psychotherapy, training, and videotape techniques with children and adults, and individuals and groups are referenced. The questions of validity and effectiveness of implementation of video in the field are examined in the introduction and references. (Author)

**ED 131 375** CG 010 928

*Saltzman, Charles And Others*  
**The Dynamic Personality Inventory: Normative Results with an American College Population.**

Pub Date [76]

Note—19p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1185, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Bibliographies, College Students, Evaluation, Higher Education, Instrumentation, Literature Reviews, \*Norms, \*Objective Tests, \*Personality Assessment, \*Personality Tests, \*Test Construction

Identifiers—\*Dynamic Personality Inventory

The Dynamic Personality Inventory (DPI) is described and its uniqueness as an objectively scored, psychoanalytically based assessment instrument is stressed. The available British and American literature reporting applications or statistical analyses of the DPI is reviewed. It is suggested that one source of resistance to even wider acceptance of the instrument is the unavailability of sufficient normative data. In particular, there is a lack of recently established norms for American populations. As a contribution toward filling this need, a sample of test records for 275 men and 413 women between the ages of 17 and 23 was gathered at the University of Illinois at Chicago Circle. Tables of percentile ranks are presented for all scales as well as means

and standard deviations. The 39-item bibliography includes the results of a Psychological Abstracts Search and Retrieval search. (Author)

**ED 131 376**

CG 010 929

*Routh, Donald K.*  
**Bibliography on the Psychological Assessment of the Child.**

Pub Date [76]

Note—74p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$6.00, MF \$2.00, order number JSAS MS. 1233, prepayment required)

**Document Not Available from EDRS.**

Descriptors—\*Behavioral Science Research, Bibliographies, \*Child Development, \*Children, Cognitive Style, \*Evaluation Methods, \*Infant Behavior, Nonverbal Tests, Personality Tests, Projective Tests, \*Psychological Evaluation

Approximately 1,000 articles and books relating to traditional approaches and new directions in the assessment of the behavior of children are listed. The references are grouped under the following 14 headings: (a) methodological issues; (b) interviewing and informal assessment techniques; (c) rating scales; (d) personal questionnaires and other self-report devices; (e) projective tests; (f) observational techniques; (g) experimental measures; (h) evaluation of the infant; (i) sensory, perceptual, and perceptual-motor evaluation; (j) evaluation of motor function; (k) speech and language evaluation; (l) assessment of cognitive functions; (m) assessment of academic skills; and (n) evaluation of social competence. (Author)

**ED 131 377**

CG 010 930

*Roberts, Wesley K. Hart, Betty K.*  
**A Technique for Training Paraprofessionals in Rape Crisis Counseling Procedures.**

Pub Date [76]

Note—45p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1251, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Counseling Services, \*Crisis Therapy, Females, Intervention, \*Methods, \*Nonprofessional Personnel, \*Paraprofessional Personnel, Program Descriptions, \*Rape, \*Training, Workshops

A four-session training workshop was conducted by Columbia College for paraprofessionals who are or plan to be engaged in rape-crisis intervention counseling. Medical aspects and treatment of rape victims were discussed along with police procedures and reports required for subsequent legal action. Workshop participants were instructed in selected counseling procedures and were allowed to practice developing their own techniques during group interaction. The workshop concluded with a session that encouraged participants to focus on their own attitudes and values concerning rape. No significant attitude modifications were observed to have changed as an immediate measurable product of workshop attendance. Participants, in general, responded to survey items in a manner similar to the philosophy on rape expressed by the National Organization for Women. (Author)

**ED 131 378**

CG 010 931

*Ricker, Lawrence H. Walker, Francis C.*  
**Effectiveness of a Therapeutic Camping Program for Delinquent Adolescents.**

Pub Date [72]

Note—35p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1246, prepayment required)

**Document Not Available from EDRS.**

Descriptors—\*Adolescents, \*Camping, \*Counseling Effectiveness, \*Delinquent Rehabilitation, \*Delinquents, Evaluation, Followup Studies, Research Projects, \*Resident Camp Programs

A follow-up study was conducted in 1972 among 105 ex-campers in Florida who had been out of the therapeutic situation for at least a year. From the ratings of competent judges, working independently with information from interview

## 36 Document Resumes

reports and records of the behaviors of the ex-campers, it was found that 70% were improved to some degree, and 42% were either much or moderately improved. Further, the ex-campers had significantly fewer court contacts after the camp experience than a comparable stratified, random sample of juvenile court cases of delinquents who had not been in the camp program. The emphasis was upon documenting changes in social behavior with information gathered from 18 girls and 52 boys and other persons significant in their lives such as parents, camp staff, juvenile court workers, school officials, and employers. Six questionnaire forms provided 147 separate items of information regarding each ex-camper. Population detail is revealed, along with detail concerning the program itself, how the study was conducted, and the significant findings. Implications are discussed, with suggestions for improving the program. (Author)

**ED 131 379** CG 010 932

*Resnick, Jaquelyn L. And Others  
Rape Crisis Center Training Manual.*

Pub Date [76]

Note—47p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1252, prepayment required)

**Document Not Available from EDRS.**

Descriptors—\*Communication Skills, \*Counseling Services, Crime, \*Crisis Therapy, Females, Manuals, Nonprofessional Personnel, \*Paraprofessional Personnel, \*Rape, Training, Workshops

Identifiers—\*Telephone Counseling

This manual is designed for training paraprofessional workers who answer rape-crisis telephone lines. Communication skills, the process of crisis resolution, and the specific body of knowledge relevant to rape victims are uniquely integrated in the training program. The training manual is meant to serve as a guideline for group leaders and as a workbook for trainees. A suggested reading list and a rape-crisis resource list are included. The format of the program is a brief but intensive training course, made up of seven modules, and requiring approximately 20 hours. The training combines a didactic and experiential approach to learning. It is anticipated that both professional psychologists and skilled lay persons will be able to use the manual to provide more systematic training to those seeking to help rape victims. (Author)

**ED 131 380** CG 010 933

*Peterson, Rolf A. And Others*

*A Primary Grade Retarded Trainable Children's Referral and Behavior Rating Form—Expectation and Referral Data.*

Pub Date [76]

Note—41p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1168, prepayment required)

**Document Not Available from EDRS.**

Descriptors—\*Behavior Rating Scales, \*Educable Mentally Handicapped, \*Expectation, Mental Retardation, Primary Education, \*Referral, Research Projects, \*Retarded Children, Test Construction, \*Trainable Mentally Handicapped

This report contains (1) a description of a referral and behavior rating form for trainable children; (2) a description of its development; (3) estimated age norms; and (4) data obtained from reliability, expectation, and mock referral studies. The form was developed as a means by which referral agencies can quickly and accurately obtain developmental and behavior problem information from parents and teachers. Teacher expectation data were collected to determine if faulty expectations were at times a factor in referral. Teachers reported the expected developmental level for trainable-retarded children. The results suggested a wide variation in expected developmental level, with 12% to 44% of the raters overestimating the appropriate level. It was concluded that the form provided a useful function since reported developmental level can be evaluated in terms of appropriateness of referral. Teachers' ratings of the behavior problem items provided data on the importance of each type of

behavior as a cause for referral. Finally, two mock referral studies were carried out. It was concluded that the reliability and validity of the form was sufficient to encourage future use in the referral process. (Author)

**ED 131 381**

CG 010 934

*Nickerson, Mark And Others*

*Three Measures of Family Problem Solving Behavior: A Procedural Manual.*

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date [76]

Note—61p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$6.00, MF \$2.00, order number JSAS MS. 1190, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Behavior Patterns, \*Behavior Rating Scales, Conflict Resolution, \*Family Counseling, Feedback, Manuals, \*Measurement Instruments, \*Parent Child Relationship, \*Problem Solving

The procedural details of three measures of family problem-solving behavior are presented. These measures are used to code videotapes that are recorded when family members discuss and try to solve a family problem that they consider important. The measures were developed to accompany methods for training parents and their preadolescent and adolescent children to solve family problems together. The purpose of these measures is to document the process and outcome of problem-solving training. The Family Problem-Solving Behavior Coding System, an adaptation of Hops' Marital Interaction Coding System, was revised to suit the training methods and the parent-adolescent population and to increase interrater reliability. The Family Problem-Solving Efficiency Scale was developed to assess the extent to which the family's problem discussion raised a mutual solution and to assess the implications that were overtly considered, revised, and accepted by each family member. The Topic of Discussion Record was developed to summarize the process of problem discussion. Along with definitions of each measurement system, information about rater training, rater reliability, and subjective evaluation of problem solutions is presented. (Author)

**ED 131 382**

CG 010 935

*Newton, Darren And Others*

*Reliability of a Measure of Behavior Perception.*

Pub Date [76]

Note—39p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1173, prepayment required)

**Document Not Available from EDRS.**

Descriptors—\*Attribution Theory, \*Behavior Patterns, \*Behavior Rating Scales, Cognitive Processes, \*Measurement Instruments, Perception, \*Reliability, Research Projects, \*Test Reliability

Two five-week test-retest reliability studies of a measure of the unit of perception of ongoing behavior were conducted. In the first, 25 females and 23 males segmented a 7-minute action sequence under fine-unit or gross-unit instructional sets. Number of units marked at first viewing correlated .87 with number of units at retest. Correlations over intervals of the sequence between the number of times each interval was marked at first presentation and the number of times it was marked at second presentation averaged .85. A second study employed eight two-three minute sequences and fine, gross, and natural-unit instructional sets. The result was a substantial replication of previous findings on all three indexes of reliability, although some differences in degree of reliability were observed for different sequences. In addition, both studies included a measure of attribution for each unit of behavior recorded. Subjects judged whether each action was "chosen by the person" or "produced by the situation" as they segmented the sequence. In both studies, the number of each type marked by each subject as well as the number of each type marked in each stimulus interval was significantly reliable over the test-retest period. (Author)

**ED 131 383**

CG 010 936

*Morin, Stephen F.*

*Annotated Bibliography of Research on Lesbianism and Male Homosexuality (1967-1974).*

Pub Date [74]

Note—58p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$6.00, MF \$2.00, order number JSAS MS. 1191, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Annotated Bibliographies, \*Attitudes, Females, \*Homosexuality, \*Males, \*Relationship, \*Sex (Characteristics), \*Sexuality, Surveys

Researchers in recent years have given increased attention to the empirical study of lesbianism and male homosexuality. This annotated bibliography outlines major findings of 139 empirical studies published in English-language journals and referenced in Psychological Abstracts in the eight-year period from 1967 to 1974. Articles included in the bibliography are those listed in the cumulative index under "homosexuality," "lesbianism," and "male homosexuality." Case histories, treatment articles, theories, and reviews of research are not included, nor are books, dissertations, or nonpublished papers read at conventions. The bibliography includes 22 studies on lesbians, 88 studies on male homosexuals, and 12 studies on both lesbians and male homosexuals. Heterosexual subjects have been used to study attitudes toward homosexuality and latent homosexual impulses in 15 studies; the remaining two studies are on homosexual behavior in lower animals. Of the research conducted on lesbians and homosexual men, 82% has been comparative; the remaining research is primarily of a survey nature on more narrowly defined topics, such as homosexuals in heterosexual marriages. Since one of the biggest problems in research on lesbians and male homosexuals is sampling an essentially invisible or hidden population, a brief description of subject specifications precedes each summary of results. (Author)

**ED 131 384**

CG 010 937

*Mebane, Donata F. And Others*

*Manifest Anxiety in Mexican, Japanese, Israeli and American Children.*

Pub Date [76]

Note—13p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1240, prepayment required)

**Document Not Available from EDRS.**

Descriptors—American Culture, \*Anxiety, \*Children, Cross Cultural Studies, \*Cultural Differences, \*Cultural Factors, Japanese, Mexicans, Psychological Patterns, Research Projects, \*Social Influences

Gott's hypothesis that manifest anxiety in children is related to societal restrictions was examined by comparing the Children's Manifest Anxiety Scale results of Mexican boys and girls with previously published results of American, Israeli, and Japanese children. The Mexican sample was selected to represent a high sex-role differentiation society for comparison with less differentiated societies. Support was found for Gott's hypothesis. The importance of including more than one age group was also demonstrated. (Author)

**ED 131 385**

CG 010 938

*McMahan, Ian D.*

*Sex Role Stereotypes of Cognitive Task Performance.*

Pub Date [76]

Note—9p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS 1238, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Attitudes, Cognitive Tests, College Students, \*Females, \*Males, \*Performance Factors, Research Projects, \*Sex Differences, \*Sex Stereotypes, \*Task Performance

Two studies of perceived sex differences in performance on cognitive tasks are reported. In Study 1, college students (N=256) rated 34 dif-

ferent cognitive tasks on the degree to which they believed males or females would tend to perform better on such a task. In Study 2, college students (N=58) sorted the same 34 tasks according to how well they believed males, females, and they themselves would tend to perform. The results of the two studies were quite consistent: Males are perceived as performing better on mathematical, mechanical, and spatial tasks, and females are perceived as performing better on verbal tasks. From the Study 2 data, a scale of task difficulty for males and females was derived, and some uses of this scale in future research are suggested. (Author)

**ED 131 386** CG 010 939  
*Matsen, Johnny L. Cahill, Thomas*

**Overcorrection: A Technique for Eliminating Resistant Behaviors.**

Pub Date [76]

Note—11p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$4.00, MF \$2.00, order number JSAS MS. 1202, prepayment required)

**Document Not Available from EDRS.**

Descriptors—\*Behavior Change, Behavior Problems, \*Change Strategies, Elementary Education, Kindergarten, Methods, \*Negative Reinforcement, \*Positive Reinforcement, \*Punishment, Special Education, \*Teacher Behavior

Overcorrection is a mild punishment technique that provides for logical consequences of inappropriate behaviors. The method has two components—restitution, during which a disruptive environment is reinstated to a state vastly superior to the original one, and positive practice, during which more appropriate responses are taught to replace the misbehavior. A number of studies are reported that demonstrate the effectiveness of overcorrection in eliminating highly resistant behaviors. A possible application of the technique in the school is described, and a comparison is made of how overcorrection differs from more traditional techniques such as writing sentences. It is suggested that students in primary grades, kindergarten, and special-education classrooms would be the most appropriate groups for use with this treatment. (Author)

**ED 131 387** CG 010 940  
*Martin, Robert F.*

**Anxiety and Academic Performance: A Review of the Literature on Conceptualization.**

Pub Date [76]

Note—26p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$5.00, MF \$2.00, order number JSAS MS. 1254, prepayment required)

**Document Not Available from EDRS.**

Descriptors—\*Academic Achievement, \*Academic Failure, \*Anxiety, \*Classroom Environment, Environmental Influences, Literature Reviews, \*Performance Factors, \*Psychological Patterns, Taxonomy

The current focus on individualization of instructional procedures in the "new technology of teaching" has provided impetus for reexamination of anxiety as a variable in academic behavior. Existing literature is reviewed, suggesting the need for a taxonomy to provide some order and the basis for improving research and application. A preliminary taxonomy or conceptual framework is proposed. This orientation suggests that "anxiety" be viewed as a confound of antecedent conditions whose influence on behavior operates on a continuum of facilitative to debilitating, as a function of state-trait-situation, and as a level of academic performance (a continuum from simple to complex). Thus, research should focus on a complex transaction of individual and situational variables with regard to classroom behavior. (Author)

**ED 131 388** CG 010 941  
*Lynn, David B.*

**How to Never Grow Up and Never Stop Growing: A Way of Self-Therapy (A Personal Account).**

Pub Date [76]

Note—76p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$7.00, MF \$2.00, order number JSAS MS. 1188, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Autobiographies, \*Handicapped, \*Individual Development, Personal Adjustment, \*Psychotherapy, \*Self Congruence, \*Self Control, \*Self Help Programs

The author reports an account of the method of self-therapy that he haltingly evolved over the years when faced with sensory disabilities. It presents a personal account of the tortuous routes in the evolution of this method and his confrontation with religion, work, self, middle age, death, others, marriage, and image of old age. The self-therapy involves an analysis of false assumptions and the construction of useful ones, meditation on simple statements distilled from the useful assumptions, and an awareness of dreams. It is written for psychotherapists, people undergoing or planning to undergo self-therapy, and people who are interested in how another person (a middle-aged psychologist) confronts life. (Author)

**ED 131 389** CG 010 942  
*Krieger, William G.*

**Infant Influences and the Parental Sex Vs. Child Sex Interaction in the Socialization Process.**

Pub Date [76]

Note—57p.

Available from—Order Department, American Psychological Association, 1200 Seventeenth Street, N.W., Washington, D.C. (HC \$6.00, MF \$2.00, order number JSAS MS. 1234, prepayment required)

**Document Not Available from EDRS.**

Descriptors—Cultural Factors, \*Infant Behavior, \*Parent Child Relationship, Parent Influence, Research Projects, \*Role Theory, Sex (Characteristics), \*Sex Role, Sex Stereotypes, \*Social Development, \*Socialization

Two directions of influence in the socialization process are examined: the influence of the child (primarily the infant) upon parental behavior, and the influence of parental attempts to "appropriately" sex type the infant. Despite the fact that male and female roles are defined similarly in the majority of the world's cultures, little experimental evidence could be found that would support the hypothesis that differently sexed infants have different behavioral predispositions that encourage sex typing along traditional lines. Relatively more influence in the sex-typing process appears to flow from the parents, although the infant appears to influence parental behavior to some extent by simply presenting the parents with either a "boy" or a "girl" stimulus configuration. Although infants appear to be relatively passive figures in the sex-typing process, they are seen to be active participants in, and initiators of, social activity. As a result, it is suggested that our socialization theories begin to consider the extent to which children influence their own socialization. Finally, it is suggested that in order to adequately understand the socialization/sex-typing process, we must begin to design studies that investigate the interaction of children of both sexes with both parents. (Author)

**ED 131 390** CG 010 951  
*Steindorf, J. A. And Others*

**The Elusive Loss in Attraction Effect.**

Pub Date [75]

Note—9p; Paper presented at the Annual Meeting of the Midwestern Psychological Association (Chicago, Illinois, May 6-8, 1976); Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavioral Science Research, College Students, \*Communication (Thought Transfer), \*Feedback, Human Relations, Information Processing, \*Interaction Process Analysis, \*Interpersonal Relationship, Psychological Studies, \*Role Playing

Identifiers—\*Attraction

A significant loss in attraction effect has never been obtained from subjects who are the direct recipients of another's evaluation. Rather, the effect has been obtained only from those subjects who assume the role of recipient of another's evaluation. In a discussion context, the present study compared direct recipients (DR) and role playing subjects (RP) in terms of their attraction toward a person who evaluated them in either a negative-negative (NN) or positive-negative (PN) sequence. Ten subjects participated in each condition of the 2 (DR or RP) x 2 (NN or PN) fac-

torial design. A 2 x 2 analysis of variance on the attraction measure revealed a significant interaction between mode of receiving information (DR or RP) and sequence of information (NN or PN). Orthogonal comparisons revealed that DR subjects showed greater attraction toward PN confederate than the NN confederate, with the reverse being obtained for the RP subjects. The results showed that while RP subjects produced a loss of effect similar to that found by Clore, Wiggins, and Itkin (1975), DR subjects produced an information averaging effect similar to Tognoli and Keisner (1972). This difference was discussed in terms of "sender-oriented, receiver-oriented, and message-oriented explanations". (Author)

**ED 131 391** CG 010 952  
*Hunt, William B., II*

**Adolescent Fertility—Risks and Consequences.**  
 George Washington University, Department of Medical and Public Affairs Population Reports, Series J, Number 10, July 1976. Family Planning Programs.

George Washington Univ. Medical Center, Washington, D.C.  
 Pub Date Jul 76  
 Note—21p.

Available from—Population Information Program, Department of Medical and Public Affairs, The George Washington University Medical Center, 2001 S. Street, N.W., Washington, D.C. 20009 (free)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adolescents, Bibliographies, \*Birth Rate, Contraception, \*Family Planning, \*Population Growth, \*Pregnancy, Sex Education, \*Sociocultural Patterns, State of the Art Reviews, Unwed Mothers

Throughout the world pregnancy and childbearing are occurring at younger ages than in the past, resulting in adverse health, demographic and social consequences. Postponing first births until age 20 or later would significantly reduce maternal and infant mortality and morbidity, slow population growth, and contribute to improvements in the quality of life for people everywhere. This conclusion is based on an examination of the problems associated with adolescent sexuality and fertility. This report provides background to these problems, analyzes current trends, and specifically discusses the medical risks of early pregnancy, demographic and social consequences of early childbearing, delivery of family planning services, contraception and abortion for adolescents, and sex education. The report concludes with a comprehensive bibliography. (Author/SJL)

**ED 131 392** CG 010 953  
*Kingrey, Bruce*

**The Role of Counseling in an Associate Degree in Labor Studies Program: Counseling in a Work Oriented Setting (The Importance of Including Counseling Courses within the Curriculum of the Associate Degree in Labor Studies Program at the Community College Level).**

Pub Date 75

Note—81p; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adult Education, Community Colleges, \*Counseling, \*Curriculum Development, \*Educational Interest, \*Educational Needs, Educational Research, Junior Colleges, \*Labor Education, Surveys

This research had a two-fold purpose: (1) to assess the need for a labor studies program at the community college level; and (2) to consider the advisability of including within such a curriculum a cross-section of adult/family/worker-oriented counseling and guidance courses. The study employed a questionnaire completed by union delegates, which was designed to assess their educational interests. Specifically, the survey determined their interest in lab studies, earning an associate degree in labor studies, various content areas such as union administration and collective bargaining, and in areas of guidance and counseling such as youth counseling and social services availability. The results demonstrated significant interest in pursuing coursework in both labor studies and guidance and counseling. The incorporation of counseling courses within a labor studies program was thus provided support. (SJL)

**ED 131 393** CG 010 955

*Borland, David T.*

**Student Personnel and Collective Bargaining: A Primer.**

Pub Date 29 Mar 76

Note—13p.; Paper presented at the Annual Conference of the National Association of Student Personnel Administrators (Dallas, Texas, March, 1976); Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Collective Bargaining, \*Collective Negotiation, \*Employer-Employee Relationship, \*Higher Education, \*Organizational Development, Speeches, State of the Art Reviews, \*Student Personnel Workers

This paper presents an overview of collective bargaining in higher education with particular emphasis on the impact of this employee relations process on student development personnel and on the students they serve. It addresses six general questions often raised concerning collective bargaining: (1) What is collective bargaining? (2) How extensive is it in higher education? (3) Who votes for it? (4) Who represents these personnel in bargaining? (5) What are the reasons for voting for bargaining in higher education? (6) What are the recent developments in collective bargaining? Also addressed are the topics of the organizing and negotiation processes. (Author/SIL)

## CS

**ED 131 394**

CS 002 517

*Pumfrey, Peter D.*

**Reading: Tests and Assessment Techniques.**

United Kingdom Reading Association.

Pub Date 76

Note—157p.

Available from—International Reading Association, 800 Barksdale Road, Newark, Delaware 19711 (Order No. 980, \$5.00); Hodder & Stoughton, P.O. Box 702, Dunton Green, Sevenoaks, Kent TN13 2YD, England (4.95 pounds Boards Edition, 2.60 pounds Unibook Edition)

**Document Not Available from EDRS.**

Descriptors—Achievement Tests, Attitude Tests, Criterion Referenced Tests, Elementary Secondary Education, \*Informal Reading Inventory, \*Reading Achievement, \*Reading Diagnosis, \*Reading Readiness Tests, \*Reading Tests

General considerations involving the use of reading tests, the selection of reading tests, and the construction of informal reading inventories are presented in the first section of this monograph. The second section is devoted to test information and is divided into the following four parts: some screening and diagnostic tests of physical aspects of children's readiness for reading, including tests of hearing, sight, visual-motor coordination, language, articulation, and vocabulary; recognized tests of reading-readiness; reading tests and batteries of tests, attainment and diagnostic; and reading attitude scales. The following information is included for most tests: name of test or battery of tests; author; country of origin of the test; publisher; publication date; age range of subjects for whom the test is intended; skills or other aspects of behavior tested or rated; average administration time; and brief description of the test and comments. (MKM)

**ED 131 395**

CS 002 795

*Rose, Phillip Allen*

**Reading Abilities of College Senior Industrial Arts Majors with Emphasis in Power Mechanics Compared with Readability of Power Mechanics Textbooks.**

Pub Date 76

Note—202p.; Ed.D. Dissertation, University of Northern Colorado

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-16,297, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—College Students, Doctoral Theses, Higher Education, \*Industrial Arts, \*Power Mechanics, \*Readability, \*Reading Ability, Reading Achievement, Reading Research, \*Textbooks, Textbook Selection

The purpose of this study was to determine the compatibility of the reading level of students with

the required power-mechanics textbooks used by senior industrial arts majors in the California State University and Colleges System. The data for this study were obtained from responses to the Schrammel-Gray High School and College Reading Test administered to 185 college seniors and from analyses of 22 power-mechanics textbooks, using the Flesch Formula of Readability. The results of the study indicated that the students had a reading-comprehension score range of nine grade levels, from seventh grade to sixteenth grade, with 26.6 percent of the students scoring at the sixteenth-grade level. The mean reading level of students was 12.8 grade level. The readability level of the textbooks varied from upper tenth grade to upper fourteenth grade. It was concluded that, to meet the average reading level of the present students, an adopted textbook should have a readability level of less than thirteenth grade. It was recommended that textbook publishers analyze their own textbooks for readability level and disseminate their findings to educators who may purchase their textbooks. (Author/MKM)

**ED 131 396**

CS 002 802

*Dahl, Sandra Sue*

**An Identification of Language Variables Related to Success in Beginning Reading.**

Pub Date 75

Note—284p.; Ph.D. Dissertation, The University of Wisconsin-Madison

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-8579, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, \*Child Language, Doctoral Theses, Early Childhood Education, \*Language Development, Language Research, Language Skills, \*Linguistics, Literature Reviews, Predictive Measurement, \*Psycholinguistics, Reading Processes, \*Reading Readiness, \*Success Factors, Transformation Generative Grammar

This study was designed to identify specific language variables that could prove to be useful as predictors of a child's success in beginning reading. The study is theoretical in nature and provides background information that may be useful in future empirical investigations. A review of the literature on child language acquisition was conducted. Included in this thesis are an overview of generative-transformational grammar, a discussion of three popular theories of language acquisition, an outline of the sequential development of language, and a definition of reading as a psycholinguistic task. The search through the literature culminated in the identification of seven indices of linguistic maturity that appear to be worthy of future research in reading readiness. The selected variables included inflectional morphology, length of a unit composed of an independent clause and structures used to modify that clause (the unit is noted as a T-unit), ratio of dependent clause length to length of T-unit, ratio of sentence-combining transformations to T-units, total length of response (in words), number of different words used, and controlled type/token ratio. (Author/MKM)

**ED 131 397**

CS 002 803

*Matthews, Peder Richard*

**The Effect of Form Class and Sentence Position in the Use of "Cloze" as a Word Attack Strategy for Primary Level Readers.**

Pub Date 75

Note—112p.; Ph.D. Dissertation, The University of Texas at Austin

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-14,492, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—\*Cloze Procedure, \*Context Clues, Doctoral Theses, \*Language Development, Language Research, Primary Education, \*Reading Comprehension, Reading Research, \*Sentence Structure

This study was designed to examine how the form class and position of a word in a sentence influence the ability of primary-grade students to use available context to correctly guess an unknown word. Forty-three second-grade-level readers were asked to read orally four cloze passages that had been constructed from first-grade-level, basal reading textbooks. The responses of each subject were scored and tallied according to form class and sentence position for

each deleted word. The proportions of correct guesses for each form class at each sentence position were computed and statistical tests were performed. Some of the results of this study were that deleted nouns and verbs in final sentence position were supplied in greater proportion than were nouns and verbs in medial position, which, in turn, were supplied in greater proportion than were nouns and verbs in initial position; that the positions of correct guesses depended heavily on both form class and sentence position; and that verbs were more difficult than nouns for second-grade-level readers to guess or predict. (Author/MKM)

**ED 131 398**

CS 002 965

*Smith, Louise Mosimann*

**A Study of the Dependence of Mathematics Achievement on Reading Achievement.**

Pub Date 76

Note—133p.; Ph.D. Dissertation, University of South Carolina  
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,913, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Educational Research, Elementary Education, \*Failure Factors, \*Mathematics Instruction, \*Reading Ability, Success Factors

The mathematics achievement of 60 third-grade nonreaders was examined in order to determine whether reading achievement is a necessary prerequisite for mathematics achievement. Pupils were randomly assigned to either a control group which received mathematics instruction in regular classes or an experimental group which received instruction in groups of ten. Children were tested before and after the eight weeks of instruction, with the Comprehensive Test of Basic Skills. Analysis of results indicated that the experimental group improved significantly more in mathematics achievement than did the control group and also gained at a rate at least that of an average student. (Author/AA)

**ED 131 399**

CS 002 966

*Heimann, Therese Marie*

**Critical Reading and the Teaching of Selected Logic Concepts.**

Pub Date 76

Note—154p.; Ph.D. Dissertation, Marquette University  
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,746, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—\*Critical Reading, Doctoral Theses, Intermediate Grades, \*Logical Thinking, Reading Instruction, Reading Research, Reading Skills

Twelve groups consisting of 277 fourth, fifth, and sixth graders participated in a study of the effects of teaching ten concepts of logical thinking, on ability to read critically. The two-month program of instruction consisted of a direct oral presentation of the ten selected concepts followed by practice in using the concepts. Analysis of results from a test of critical-reading ability indicated that the experimental treatment had had a significant effect, but it was not possible to determine if this effect were due to the concepts, the materials, or the manner of presentation. (Author/AA)

**ED 131 400**

CS 002 967

*Bergera, James G.*

**A Study to Determine the Significance a Resource Program Developed in Provo, Utah Has on the Reading Growth of Handicapped Students.**

Pub Date 76

Note—165p.; Ed.D. Dissertation, University of Colorado  
Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-23,590, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Elementary Education, \*Handicapped Students, Inservice Teacher Education, Program Evaluation, Reading Achievement, \*Reading Centers, Reading Research, Success Factors, \*Supplementary Reading Materials

The effects of a model resource program on the reading skills of handicapped children were assessed in comparisons between handicapped students who participated in the model program

and similar students who participated in the resource center program before the model was implemented. Reading skills were assessed at the beginning and end of the experimental and control years; student and teacher questionnaires were administered during the experimental year. Results indicated that students who participated during the experimental year made significantly greater gains in reading achievement. During the experimental year, reading gains were not related to the presence or absence of an inservice program for teachers. Students from classrooms where the teacher had high level of commitment to the resource center program made greater gains than did students from classrooms where the teacher's commitment was less. There were few relationships between students' attitudes toward the program, students' achievement, and reading gain scores. (Author/AA)

**ED 131 401** CS 002 968

Lewis, Susan Edwina Bivins  
**Listening Effects Reading Comprehension of Black Inner City Children at Levels One, Two, and Three.**

Pub Date 76  
Note—89p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,561, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Disadvantaged Youth, Doctoral Theses, Elementary Education, Listening Comprehension, \*Listening Skills, Negro Students, Reading Comprehension, \*Reading Instruction, Reading Research

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I

The effects of an instructional program in active listening upon reading comprehension were investigated in a sample of 60 black, inner-city children in two Title I elementary schools. The Durrell Listening Reading Test and the Gates-MacGinitie Reading Achievement Test were administered before and after the experimental program. Comparisons with control groups which did not receive instruction in active listening indicated that the experimental group at level one made significant gains in listening comprehension, reading comprehension, and reading achievement. The experimental groups at levels two and three made significant gains in listening comprehension and reading achievement, but not in reading comprehension. (Author/AA)

**ED 131 402** CS 002 969

Conlon, Pamela Joyce  
**Predictability of Response to Four Methods of Reading Instruction for High-Risk Kindergarteners and First Graders as a Function of Factor Scores and Sex.**

Pub Date 76  
Note—285p.; Ph.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,673, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Beginning Reading, \*Diagnostic Teaching, Doctoral Theses, Predictive Ability (Testing), Primary Education, \*Reading Diagnosis, \*Reading Failure, \*Reading Instruction, Reading Research

Twelve kindergarten and 12 first-grade children with a high risk of failure in reading were identified using the Jansky-de Hirsch Screening Index; an equal number of potentially average readers were also selected. Strengths and weaknesses in areas related to success in reading were assessed using factor scores from the Jansky Diagnostic Battery. High-risk children at both levels and the normal kindergarten children were taught sets of ten regularly spelled words using four different instructional approaches. Recall of words was tested immediately following each training session and again 24 hours later. Results indicated that the diagnostic instrument provided a maturation-sensitive index of skills relevant to success in learning to read. No clear preference for an approach emerged for any one group. Prediction of response to the four methods of reading instruction from the factor scores was feasible, but effectiveness of prediction varied from group to group, as well as between the two recall conditions. (Author/AA)

**ED 131 403** CS 002 975

Balser, Elizabeth Ann

**The Relationship between Text Readability and Student Reading Level and Its Effect on College Achievement.**

Pub Date 76  
Note—144p.; Ed.D. Dissertation, West Virginia University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,426, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Academic Achievement, College Students, Doctoral Theses, Higher Education, \*Readability, \*Reading Achievement, Reading Research, Textbook Research

This study examined the relationships between the reading achievement of college students, the readability of the textbooks they used, and college achievement. Measures included reading-grade levels from the Nelson-Denny Reading Test, functional reading levels as measured by cloze scores, Dale-Chall readability estimates for textbooks used by the students, scores on teacher-constructed achievement tests, and final grades. Results indicated that the students were reading close to their chronological age level, and could use their texts on an instructional level. For all students and all texts, reading-test scores correlated significantly with cloze scores, achievement test scores, and final grades. Cloze scores also correlated significantly with achievement test scores and final grades. The difference between scores on the reading test and readability level of the texts correlated significantly with achievement test scores and with final grades. (Author/AA)

**ED 131 404** CS 002 976

Roy, Joy Kyle

**The Applications of Remedial Reading Techniques, Including Miscue Analysis, to High School Students in Remedial Classes: An Explanatory Study.**

Pub Date 75

Note—95p.; Ph.D. Dissertation, The University of North Carolina at Chapel Hill

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-20,071, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Diagnostic Teaching, Doctoral Theses, \*Miscue Analysis, Negro Students, Reading Achievement, \*Reading Instruction, Reading Research, \*Remedial Reading, Secondary Education, Teaching Methods

The usefulness of miscue analysis as a teaching organizer for diagnostic and evaluative remedial reading instruction was investigated in a sample of 28 black high school students. The students were divided into a control group of 14 pupils and two experimental groups of seven students each: an intensive class needing individual instruction and an independent group who did not. Miscue analysis was used with both types of experimental groups but not with the control group. Analysis of results indicated that there was no conclusive evidence that miscue analysis is an effective organizer of teaching methods nor that it can aid remedial students of adequate reading ability, though gains favored the experimental groups. Improvement in attitude toward reading also favored the experimental groups. (Author/AA)

**ED 131 405** CS 002 977

McDonnell, Thomas Emmett

**A Comparison of a Resource Room, a Remedial Reading Group and a Regular Classroom.**

Pub Date 75

Note—117p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,569, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, Elementary Education, \*Grouping Procedures, Males, Reading Achievement, \*Reading Improvement, Reading Research, \*Remedial Reading Programs, Teaching Methods

Effects of assignment to a regular classroom, to a resource room, or to a remedial reading group were examined in a study of gains in reading achievement of 49 elementary school boys. Measures used included the Slossen Intelligence Test,

the Wechsler Intelligence Scale for Children, the Primary Mental Abilities Vocabulary subtest, and the Gates-MacGinitie Reading Tests. Results indicated significant gains in vocabulary and comprehension grade-equivalent scores for all three treatment groups. For comprehension raw scores and standard scores, the gains were significant in favor of the regular classroom, but there were no significant differences between treatments for total scores. Correlations among the pre- and posttest instruments were also examined. (Author/AA)

**ED 131 406** CS 002 978

Kapel, Marilyn Brown

**The Identification of an Empirical and Conceptual Base for Competency Based Teacher Education Elementary Reading Programs in the State of Pennsylvania.**

Pub Date 76

Note—179p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,047, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—Doctoral Theses, \*Effective Teaching, Elementary Education, Higher Education, Individualized Instruction, \*Performance Based Teacher Education, \*Performance Criteria, Preservice Education, \*Reading Instruction, Teacher Qualifications, \*Teaching Skills

Identifiers—Pennsylvania

Relationships between competencies specified for elementary education reading programs and selected factors contributing to teacher effectiveness were assessed in this study. Phase one assessed relationships among 12 factors of teacher effectiveness and 22 competencies developed by the State of Pennsylvania. Phase two studied relationships among the Pennsylvania competencies and seven global competencies derived from examining reading programs in ten teacher training institutions in Pennsylvania. Phase three assessed relationships among the global reading competencies and the selected teacher-effectiveness factors. An questionnaire elicited perceptions of the strength of relationships from a national panel of experts on research in teaching effectiveness and/or competency-based teacher education. Findings indicated that relationships did exist among the factors studied, and those factors concerned with organizational, managerial, and planning skills had the strongest relationships. Reading competencies concerned with individual differences were judged most reflective of the 22 Pennsylvania competencies and the selected factors of teacher effectiveness. (Author/AA)

**ED 131 407** CS 002 979

Malone, Abrian McCoy

**The Correlation between Children's Reading Ability and Their Cognitive Development, as Measured by Their Performance on a Piagetian-Based Test.**

Pub Date 75

Note—103p.; Ph.D. Dissertation, Saint Louis University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,568, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Cognitive Development, Doctoral Theses, Elementary Secondary Education, \*Reading Ability, Reading Research, Success Factors

Identifiers—\*Piaget (Jean)

It was hypothesized that middle-grade elementary school students' cognitive development, as defined by Jean Piaget, is positively related to reading ability, when the effects of sex, age, grade level, and language ability are held constant. A stratified, random sample of 138 sixth and seventh graders was administered a test based on Piagetian principles and the reading and language portions of the Comprehensive Tests of Basic Skills. Partial correlation coefficients were computed separately for boys, girls, sixth graders, and seventh graders. Results indicated that, in this sample, reading ability is a positive correlate of cognitive development as defined by Piaget. (Author/AA)

**Document Resumes**

- ED 131 408** CS 002 980  
*Brazeel, Phyllis Ellen*  
**A Qualitative and Quantitative Description of Eighth Grade Students' Oral Reading in Both Narrative and Expository Materials.**  
 Pub Date 76  
 Note—177p.; Ed.D. Dissertation, University of Northern Colorado  
 Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-23,166, MF \$7.50, Xerography \$15.00)  
**Document Not Available from EDRS.**  
 Descriptors—\*Comprehension, Doctoral Theses, \*Expository Writing, Grade 8, Informal Reading Inventory, Miscue Analysis, \*Oral Reading, \*Prose, Readability, \*Reading Materials, Reading Research, Secondary Education  
 Quantitative and qualitative aspects of the reading of narrative and expository materials were studied in a sample of 47 eighth-grade students. Informal Reading Inventories were developed from narrative and expository materials in use in the students' school, as were longer narrative and expository passages for miscue analysis. Passages were checked for readability using the Fry and Dale-Chall formulas. Analysis of results led to four general conclusions: (1) functional reading levels estimated with expository and narrative reading passages are not necessarily the same; (2) types of oral reading errors differ quantitatively in expository and narrative materials; (3) although miscues per hundred words were similar in number, the patterns of miscues were different in narrative and expository materials; (4) readers had better comprehension and used more effective reading strategies in narrative than in expository materials. (Author/AA)
- ED 131 409** CS 002 981  
*Alexander, Clara Franklin*  
**A Pragmatic Basis for a Competency-Based Reading Program for High-Risk Open Admissions College Students.**  
 Pub Date 76  
 Note—174p.; Ed.D. Dissertation, University of Massachusetts  
 Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,260, MF \$7.50, Xerography \$15.00)  
**Document Not Available from EDRS.**  
 Descriptors—\*Basic Skills, College Instruction, College Students, Doctoral Theses, Higher Education, Inner City, \*Performance Based Education, Reading Research, \*Reading Skills, Study Skills, Success Factors  
 Subject-area faculty and students who had just completed an introductory course at an inner-city, four-year college were surveyed to determine the reading and reading-related tasks most needed in their courses. Textbooks used in these courses were analyzed for organizational features and study aids. Results indicated an interrelationship among the skills rated essential by the subject-area teachers, the tasks which students were most often required to do, students' rankings of the most important tasks for completing particular courses, and skills derived from the textbook analysis. Competency-based learning modules were developed for two of the essential skills. (Author//AA)
- ED 131 410** CS 002 982  
*Ricketts, Jean Napier*  
**The Effects of Prescribed, Sequential Programs of Reading and Mathematics on the Readiness of Middle Class Kindergarten Children and on Their Subsequent Achievement in Reading and Mathematics.**  
 Pub Date 76  
 Note—107p.; Ed.D. Dissertation, Temple University  
 Available from—University Microfilms P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,062, MF \$7.50, Xerography \$15.00)  
**Document Not Available from EDRS.**  
 Descriptors—Age Differences, Beginning Reading, Doctoral Theses, \*Elementary School Mathematics, Primary Education, Program Evaluation, Readiness, \*Reading Achievement, \*Reading Readiness, Reading Research  
 The effects of a prescribed, sequential program of reading and mathematics readiness activities were investigated in an experimental study of 229 middle-class kindergarten children. Eight of 16 kindergarten classes received the experimental treatment for six months; the other eight served as a control group. Readiness tests were given before and after the experimental period during the kindergarten year and again at the beginning of first grade; reading, mathematics, and IQ tests were administered at the end of first grade. Analysis of results indicated that the experimental group did not differ significantly from the control group in growth of readiness during the kindergarten year, in regression of readiness during the summer before first grade, or in achievement in reading and mathematics at the end of first grade. Age related significantly to readiness for, and achievement in, reading. (Author/AA)
- ED 131 411** CS 002 983  
*Wonsiewicz, Ann Elizabeth*  
**The Effects of Within Class Reading Grouping on the Self-Concept of Third Grade Children.**  
 Pub Date 76  
 Note—139p.; Ed.D. Dissertation, Lehigh University  
 Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,836, MF \$7.50, Xerography \$15.00)  
**Document Not Available from EDRS.**  
 Descriptors—\*Ability Grouping, Doctoral Theses, Grade 3, Primary Education, \*Reading Instruction, Reading Research, Self Concept, Student Attitudes  
 Identifiers—Competition  
 The relationship between within-class reading grouping and self-concept was investigated in a sample of 257 third-grade children in 12 classes that employed within-class grouping. Pupils were tested at the beginning and end of the school year, using the Piers-Harris Test, a semantic differential, and an inventory containing four items about competitiveness. Results indicated that there were significant differences in self-concept among high, middle, and low reading groups. Significant differences in the amount of change in self-concept in the three groups were found over the school year on the semantic differential but not on the Piers-Harris Test. Feelings of competitiveness were expressed most frequently by the high group, not as frequently by the middle group, and least by the low group. Children who moved to a higher reading group showed significant increase in self-concept on the Piers-Harris Test, but not on the semantic differential. (Author/AA)
- ED 131 412** CS 002 984  
*Lauder, Don C.*  
**An Experimental Study of the Effect of Music Activities upon Reading Achievement of First Grade Students.**  
 Pub Date 76  
 Note—149p.; Ed.D. Dissertation, University of South Carolina  
 Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,906, MF \$7.50, Xerography \$15.00)  
**Document Not Available from EDRS.**  
 Descriptors—Doctoral Theses, Educational Research, Grade 1, \*Music, \*Music Activities, \*Music Education, Primary Education, \*Reading Achievement, Reading Research, \*Reading Skills  
 The purpose of this study was to examine the effect of music activities on the reading achievement of first-grade children. A total of 144 students, members of six randomly chosen classrooms (two from each of three schools) in a South Carolina community, formed the sample group. Classes designated control groups received musical instruction based upon the general music curriculum. Classes assigned as experimental groups also received basic music instruction, but in addition were given a special treatment which utilized the music process as an integral part of the basic reading program. This treatment consisted of music exercises correlated with the reading text, activities developed by music specialists to relate music to the reading program, activities taken from the music text, and general-interest activities. Of ten reading problems which composed posttesting, only one exhibited a value nearing significance: one in which letter sounds were compared, initial consonants and vowels of words read aloud were identified, and letters that make a particular sound in a word read aloud were recognized. Sounds tested were final consonants, medial vowels, and beginning consonant digraphs and blends. (Author/KS)
- ED 131 413** CS 003 010  
*O'Connor, Katherine*  
**Removing Roadblocks in Reading: A Guidebook for Teaching Perceptually Handicapped Children.**  
 Pub Date 76  
 Note—198p.  
 Available from—Johnny Reads, Inc., Educational Publisher, Box 12834, St. Petersburg, Florida 33733 (\$10.95 cloth, \$7.25 paper)  
**Document Not Available from EDRS.**  
 Descriptors—Elementary Secondary Education, \*Learning Disabilities, \*Perceptually Handicapped, Perceptual Motor Coordination, \*Reading Diagnosis, \*Reading Difficulty, Reading Failure, \*Reading Instruction, Reading Skills, \*Remedial Reading, Teaching Guides  
 Written for classroom teachers but also intended for educators, social workers, doctors, and others who work in specialized areas that relate to the development and educational progress of children, this book provides guidelines for teaching perceptually handicapped children. Included in this volume are discussions of general symptomatology, current professional diagnostic techniques, and informal tests that teachers can use. Techniques and materials are presented which are applicable at grade levels ranging from the low primary to the middle and upper grades. Many possible adaptations are suggested for the economic situations existing in particular school systems. Also included is resource information regarding supplies, related bibliographic materials, testing materials, and professional organizations. Appendixes include a proposed reading-instruction plan, the poem "Johnny Had Better Learn to Read," and a glossary. (Author/KS)
- ED 131 414** CS 003 011  
*Beldin, H. O.*  
**Differences between Good and Poor Readers.**  
 Pub Date 76  
 Note—22p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami Beach, October 1976)  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Auditory Perception, Elementary Secondary Education, \*Failure Factors, Intelligence, Literature Reviews, Personality, \*Reading Achievement, \*Reading Difficulty, \*Reading Failure, Reading Research, \*Reading Skills, Success Factors, Visual Perception  
 After consideration of difficulties and shortcomings in the field of research in reading retardation, the evidence about specific factors contributing to reading achievement is reviewed. Factors considered include intelligence and patterns of scores on intelligence subscales, processing of verbal and auditory stimuli, and personality characteristics. (AA)
- ED 131 415** CS 003 012  
*Smith, Donald E. P.*  
**A Technology of Reading and Writing; Volume 1, Learning to Read and Write: A Task Analysis.**  
 Pub Date Jul 76  
 Note—158p.  
 Available from—Academic Press Inc., Publishers, 111 Fifth Avenue, New York, New York 10003 (\$9.95 cloth)  
**Document Not Available from EDRS.**  
 Descriptors—\*Beginning Reading, Behavioral Science Research, \*Criterion Referenced Tests, Information Processing, Instructional Materials, \*Learning Theories, Primary Education, \*Reading Instruction, \*Reading Processes, \*Writing  
 The processes involved in learning to read and write are described and analyzed using a behavioral-engineering approach. A theoretical model of the learning process is presented and supported by discussions of learning as a discriminative process, of learning modalities, stimulus processing, and information processing during reading and writing. Criterion-referenced testing is discussed in the context of measuring competence in reading and writing. The theoretical discussions are illustrated with examples of instructional materials. (AA)
- ED 131 416** CS 003 014  
*Polette, Nancy Hamlin, Marjorie*  
**Reading Guidance in a Media Age.**  
 Pub Date 75  
 Note—260p.  
 Available from—Scarecrow Press, Inc., 52 Liberty St., P.O. Box 656, Metuchen, New Jersey 08840 (\$10.00 cloth)

**Document Not Available from EDRS.**

Descriptors—Audiovisual Aids, \*Childrens Books, \*Childrens Literature, \*Early Reading, Elementary Education, Elementary School Libraries, \*Literacy, \*Mass Media, Reading Development, \*Reading Instruction, Reading Materials, Teaching Techniques

Chapters in this volume discuss the problems that teachers, parents, and librarians face in encouraging elementary school children to read and suggest ways to improve student motivation and reading ability in this age of mass media. "Sparkling the Fuse for Literacy" defines the complex term "literacy," and examines the effects of the media on reading. "Home Is Where the Start Is" discusses parental roles in reading development, while "Library Lures to Literacy" suggests activities to stimulate student interest. Other techniques designed to enliven the reading process are provided in "Independent Study Programs in Literature," "From Page to Stage—Via Drama and Puppetry," and "Sharing Literature: The Audiovisual Experience." "Sound, Visuals, Action!" explores the development of a student production center using video and audio equipment. Conference planning and introducing authors to children through audiovisual media are discussed in "Students, Teachers, Librarians and Authors Get Together." In addition, each chapter contains a brief bibliography of children's books. (KS)

**ED 131 417**

CS 003 015

*Bayer, Maria L.***Primary Grade Understanding Vocabulary as Measured by Orally Administered Basic Word Vocabulary Test.**

Pub Date Oct 76

Note—65p.; M.Ed. Thesis, Rutgers, The State University of New Jersey

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Basic Vocabulary, Elementary Education, Masters Theses, Reading Research, Reading Tests, Test Construction, Test Validity, \*Vocabulary Development

Identifiers—Basic Word Vocabulary Test, BWVT

The Basic Word Vocabulary Test (BWVT) was extended downward by administering it orally to 96 pupils selected randomly from grades one through four. Estimates of aural understanding vocabulary at each grade were obtained and were found to be much lower than results from previous studies, due to the strict criteria of the BWVT. Correlations with the Gates-MacGinitie reading tests were .74 for vocabulary and .54 for comprehension. The correlation with Kuhlmann-Anderson IQ scores was .29. Results were interpreted as supporting the feasibility of using the BWVT as an orally administered measure. (Author/AA)

**ED 131 418**

CS 003 016

*Berger, Allen Andolina, Charlene***Dissemination of Reading Research to Secondary School Teachers and Administrators.**

Pub Date Dec 76

Note—12p.; Paper presented at the Annual Meeting of the National Reading Conference (26th, Atlanta, December 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Failure Factors, \*Information Dissemination, Inservice Teacher Education, \*Reading Research, \*Research Utilization, Secondary Education

Research trends in secondary reading led the authors to investigate the process of dissemination of reading research to secondary school teachers and administrators. In considering ways of disseminating research, the concept of a continuum is introduced. At one extreme are the schools that take the responsibility for conducting their own research. In the middle are schools whose supervisory staff share research findings which have been published. Toward the end are the schools that bring in experts to talk to the teachers and administrators. At any point along this continuum, a breakdown can occur which interferes with the dissemination process. The person directing the research may leave the school, the manner and form in which research is shared may not be conducive to implementation, or an administrator may invite an expert who does not do a good job of bridging the gap between research and practice. The authors suggest alternative approaches to enhance the process of disseminating reading research throughout secondary schools in the United States. (Author)

**ED 131 419**

CS 003 017

*Clark, Margaret M.***Young Fluent Readers: What Can They Teach Us?**

Pub Date 76

Note—115p.

Available from—Heinemann Educational Books, 48 Charles Street, London W1X 8AH, England (1.70 pounds paper)

**Document Not Available from EDRS.**

Descriptors—\*Advanced Students, Auditory Discrimination, \*Beginning Reading, Early Experience, \*Early Reading, Elementary Education, Intelligence, Parent Influence, Reading Interests, \*Reading Processes, \*Success Factors

The study summarized in this book was an intensive, detailed analysis of young fluent readers, their strengths, and the weaknesses in spite of which they learned to read early and fluently. Specifically, the study investigated two aspects of learning to read: the extent to which certain characteristics may appear crucial because of the particular approach used in learning to read and the fact that learning to read usually takes place in a group situation—in school. The book focuses on reading considered in a language context, fluent readers and their attainment on starting school, assessment of intelligence and other characteristics, auditory discrimination, early experiences and home background, the first few years at school, reading and other interests a few years later, parental observations, and a discussion of the findings. Included are tables of findings, two appendices containing the initial parental interview and school report forms, a list of references, and indexes of subjects and names. (JM)

**ED 131 420**

CS 003 018

*Hall, MaryAnne***Teaching Reading as a Language Experience. Second Edition.**

Pub Date 76

Note—112p.

Available from—Charles E. Merrill Publishing Co., Columbus, Ohio 43216 (\$3.95 paper)

**Document Not Available from EDRS.**

Descriptors—Beginning Reading, Creative Writing, Elementary Education, \*Language Experience Approach, Literature Appreciation, Preadolescence, \*Reading Instruction, Reading Readiness, Reading Skills, Teaching Methods, Vocabulary Development

The central focus of this second edition is the same as that of the first edition: to describe the language-experience approach and to identify instructional practices which can be followed to teach reading with this approach. In addition, the volume expands the theoretical foundations of language-experience communication, extends the instructional suggestions, and gives greater attention to language-experience activities prior to beginning reading. The first two chapters explore the theoretical background of the language-experience approach and its relationship to the total elementary reading-and-language curriculum, while the last seven chapters deal with the practical implementation of the approach in the classroom and discuss experience stories, creative writing, vocabulary development, literature experiences, and the teaching of specific prereading skills and reading skills. An index is provided. (JM)

**ED 131 421**

CS 003 020

*Kupersmidt, Judy And Others***Defining the Good Reading Teacher.**

Pub Date 76

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Effective Teaching, Elementary Education, Reading, \*Reading Instruction, \*Teacher Characteristics, Teacher Evaluation, \*Teacher Qualifications

In the quest for a definition of the good reading teacher, a review of the literature shows that new or copious materials, one specific teaching method, and static teaching behaviors are not responsible for effective teaching. However, observations of five reading teachers, with good references and good reputations but with widely divergent philosophies and personalities, show that conscientious, sensitive, and effective teaching may be accomplished by a variety of methods. A good reading teacher is creative and empathetic, preserves children's natural curiosity, provides a good variety of literary and artistic

resource material, is skilled in word-attack techniques and evaluation processes, gives positive reinforcement generously, organizes time and materials to allow greater individual freedom, and tends to be concise and consistent. In short, it takes teachers with considerable integrity, ingenuity, and flexibility to achieve good results in teaching children to read. (JM)

**ED 131 422**

CS 003 022

*Schultheis, Miriam***Humanistic Approach to Teaching: A Look at Bibliotherapy.**

Pub Date 76

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Bibliotherapy, Childrens Books, \*Childrens Literature, Elementary Education, Emotional Adjustment, Humanistic Education, Self Concept

Bibliotherapy, a humanistic approach to teaching, has been shown to make teachers more sensitive to the needs of children and to produce marked improvement in children's reading achievement. Books used for bibliotherapy (not for lessons or assignments) can provide children with reading that gives them greater insight into themselves, other people, the world in which they live, and the forces operating in this world. (Several children's books appropriate for bibliotherapy are described.) (JM)

**ED 131 423**

CS 003 023

*Hellman, Sally G.***Finding Methods and Materials That Work for Problem Readers.**

Pub Date 76

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elective Subjects, Individualized Instruction, Program Descriptions, Reading Instruction, \*Reading Materials, \*Remedial Reading, Remedial Reading Programs, Secondary Education, Teaching Assistants, \*Teaching Methods

A successful remedial reading program in a three-year high school in Las Vegas consists of small, separate, elective reading classes for which students receive credit and in which students are taught by a qualified reading specialist aided by trained assistants. This program uses placement tests and diagnostic tests to prescribe specific remediation for each student and relies on individualized attention, varied materials, and a balance between skill development and reading for comprehension improvement and enjoyment. (A list of references is included.) (JM)

**ED 131 424**

CS 003 024

*Canney, George***Commercial Games—Made Relevant for Reading.**

Pub Date 76

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Basic Reading, Classroom Games, Elementary Education, Instructional Materials, Reading Centers, \*Reading Games, \*Reading Skills, Skill Centers, \*Teaching Methods

For children practicing basic reading skills, reading games constructed to transfer these skills to the children's own reading can be exciting, fun to play, and highly motivating. These games, whether incorporated into daily lesson plans or into learning centers, can be adapted from popular commercial games which have specific characteristics. When incorporating the game approach into a learning center, the teacher should follow steps for record keeping, reading assignments, and materials acquisition and organization. (Samples of material and lists of games for primary and intermediate reading skills are included.) (JM)

**ED 131 425**

CS 003 025

*Huhn, Ralph H., Jr.***Learning Skills for Students in Vocational Education.**

Pub Date Mar 76

Note—7p.; Paper presented at the Annual Meeting of the International Reading Association Plains Regional Conference (4th, Wichita, Kansas, March 4-6, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Basic Skills, Community Colleges, Educational Research, Junior Colleges, \*Nursing, Performance Factors, \*Reading Skills, \*Remedial Programs, \*Study Skills, \*Vocational Education

**Identifiers**—Kansas City Kansas Community College

This paper describes the development of a program to teach reading and learning skills at the Kansas City, Kansas Community College, which was designed to decrease academic failure in vocational education programs. Primary goals of the program were to develop a screening test to identify students in need of assistance, before academic problems arose, and to implement a course designed to teach the specific skills needed for academic success. Performance on the screening test, which consisted of comprehension questions drawn from students' textbooks, correlated highly with the later success or failure of nursing-education students in their particular vocational program. Five replications of this study revealed similar correlations. In addition, over the six years of its implementation, the failure rate in the nursing program decreased from 45% to 15%. (KS)

**ED 131 426** CS 003 026  
*Chadbourne, Sherry P.*

**Bibliotherapy: An Overview and the Librarian's Role.**

Pub Date Sep 76

Note—42p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Adolescent Literature, \*Bibliotherapy, Childrens Books, Childrens Literature, Emotional Adjustment, \*Librarians, \*Library Role, Literature Reviews

This document describes a literature search on bibliotherapy, discusses historical development and current trends in bibliotherapy, details the educational aims of bibliotherapy, and explores the part librarians should play in bibliotherapy, particularly when working with children and adolescents. Also included are a selected, annotated bibliography of bibliotherapy, a list of bibliographies of bibliotherapy, and a sample of books used in bibliotherapy under the following categories: ethnic groups, family relations, peer relationships, accepting oneself, adoption, adjusting to change, broken home, death, lacking confidence, overcoming fear, plumpness, poverty, positive self-image, recognizing one's abilities, and religion. (JM)

**ED 131 427** CS 003 027  
*Hillerich, Robert L.*

**A Diagnostic/Prescriptive Approach to Early Identification and Its Effects on First-Grade Reading Achievement.**

Pub Date 76

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Beginning Reading, \*Diagnostic Teaching, Diagnostic Tests, Elementary Education, Individualized Instruction, Kindergarten, \*Reading Diagnosis, \*Reading Readiness, Reading Research, Remedial Reading Programs, Test Validity

**Identifiers**—\*PDQ After a review was made of the literature related to early identification of reading problems, a battery of diagnostic tests was constructed of receptive and expressive language elements assumed necessary for success in reading. After pilot work and revisions, the battery (PDQ) was administered to 916 entering kindergarten pupils by their teachers, in individual sessions. After testing, follow-up workshops were held with kindergarten teachers to provide suggestions for individualization based on the test results. The effect of the program was evaluated by comparing reading test scores at the end of first grade with those from a comparable population of first graders in the previous year who had not had the kindergarten testing program. Results indicated a significant difference in mean reading achievement in favor of the experimental group. (AA)

**ED 131 428** CS 003 028  
*Artley, A. Sterl*

**Sacred Cows That Should Be Put to Pasture.**

Pub Date 76

Note—21p.; Paper presented at the Annual Meeting of the International Reading Association Plains Regional Conference (4th, Wichita, Kansas, March 4-6, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Educational Accountability, Educational Needs, \*Educational Practice, \*Educational Theories, Elementary Secondary Education, Individualized Reading, Open Education, Oral Reading, Phonics, Pronunciation, \*Reading Instruction, \*Teaching Methods

This paper examines some of the problems associated with unquestioned teaching practices and theories ("sacred cows") in the field of reading. Topics discussed include phonics, pronunciation, oral reading, teacher accountability and behavioral objectives, individualized reading, and the open classroom. (KS)

**ED 131 429** CS 003 029  
*Operation Prime Program (Central Junior High School), Title I Evaluation, 1973-76.*

Granite School District, Salt Lake City, Utah. Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Individualized Instruction, \*Remedial Mathematics, \*Remedial Programs, \*Remedial Reading, Remedial Reading Programs, Secondary Education, Student Motivation, Tests

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I

This document consists of reports (for the 1973-1974, 1974-1975, and 1975-1976 school years) of an individualized reading and math program designed for secondary school students functioning below their grade level. The program involves a management system using flow charts, independent study, student motivation provided by free time in a reinforcing activity, tutoring when necessary, the recording of daily progress, and monetary rewards for excellence in work or behavior. The reports contain details on program costs, project activities, test scores, parent participation, and a 1975 follow-up study on Operation Prime students. (JM)

**ED 131 430** CS 003 030  
*Joy, Joan*

**Nonsensical Nuances of the ABC's.**

Alameda Unified School District, Calif.

Pub Date 71

Note—59p.

Available from—Alameda County Schools, Curriculum Library, Room 45, 685 A Street, Hayward, California 94541 (\$3.75 paper)

**Document Not Available from EDRS.**

**Descriptors**—\*Composition (Literary), Creative Activities, \*Creative Writing, Curriculum Guides, Elementary Education, \*English Instruction, \*Language Arts, \*Lesson Plans

Twenty-six lesson plans are presented for creative language activities leading to writing and artwork. Each lesson includes a statement of teaching goals, resulting pupil experiences, materials needed, suggested stories, procedures, and extended follow-up activities. (AA)

**ED 131 431** CS 003 031  
*Dunham, A. Jean Ashmun*

**Teaching a Preschool Child to Read: A Psycholinguistic Approach.**

Pub Date Aug 74

Note—93p.; M.A. Thesis, University of Texas at El Paso

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Beginning Reading, Context Clues, Elementary Education, Masters Theses, \*Psycholinguistics, Reading Comprehension, \*Reading Instruction, Reading Materials

In order to determine whether a child can learn to read more easily from a meaningful context, a six-year-old child was taught to read by a meaning-based approach in which lexical items were introduced in sentences and the semantic context of the material was suited to the child's level of development. This instructional approach also incorporated devices used for foreign language instruction, provided numerous and varied materials, and allowed the child to formulate her own rules. Results of the experiment showed that reading teachers should begin with contexts meaningful to the child; first materials should be short-single sentences and within a meaningful context; the child should be saturated with high quality, varied reading materials; the print of beginning materials should be large enough for easy reading; and feedback must be supplied continually for encouragement. Appendices contain material related to the study. (JM)

**ED 131 432** CS 003 032  
*James, Helen J.*

**The Second Face of Inservice: The University Professor/Consultant.**

Pub Date Dec 76

**Note**—12p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, October 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Consultants, Higher Education, \*Inservice Education, Inservice Teaching, Language Arts, Problem Solving, \*Professors, Reading, \*Teacher Role

The university professor who participates in inservice training may be either a stimulator, who conducts a particular type of program proposed and planned rather fully by someone else, or a consultant, who provides training in the processes of problem identification and solution within a general area. The former role demands extensive preplanning within the group and definite commitments to certain reading and language arts activities (materials, strategies, and evaluation). The latter role, involving much more responsibility for preplanning, is that of a consultant who enables participants to become competent in identifying and solving specific problems (e.g., in reading). Individual conferences and small-group interaction enhance the participants' progress, confidence, security, and respect for each other. Adequate preplanning for either role appears to be essential for success and change in behavior of teachers. (Author/JM)

**ED 131 433** CS 003 033  
*Sherman, Debra C.*

**An Innovative Community College Program Integrating the Fundamentals of Reading and Writing with a College Level Introductory Psychology Course.**

Pub Date Oct 76

Note—6p.; Paper presented at the Annual Meeting of the College Reading Association (20th, Miami, October 20-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Adult Literacy, Basic Reading, \*College Programs, Community Colleges, \*Composition Skills (Literary), Educational Coordination, \*Educational Innovation, Junior Colleges, Low Achievers, Program Descriptions, Psychology, \*Reading Skills

A program for low-achieving students at a Connecticut community college involves one course combining the fundamentals of reading and writing, which is taught in conjunction with a college-level introductory psychology course. This program is based on four assumptions: that adult learners can gain critical consciousness within a literacy program, that academic faculty can learn to teach nontraditional students effectively, that literacy skills should be taught together, and that reading and writing can be taught together with an academic course (in this case, introductory psychology). Through the structured coordination of courses, students make use of their abilities to think, learn, and communicate. (JM)

**ED 131 434** CS 003 034  
*Patterson, R. T., Jr.*

**Planning and Implementing a Peer Tutoring Approach to Individualized Instruction to Improve Reading Achievement.**

Pub Date Sep 76

Note—163p.; Ed.D. Max II Report, Nova University

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—Doctoral Theses, Educational Research, \*Individualized Instruction, Junior High Schools, Middle Schools, \*Negro Students, \*Peer Teaching, Program Descriptions, \*Reading Achievement, \*Remedial Reading Programs, \*Tutorial Programs

The purpose of this practicum was to implement and evaluate a peer tutoring program designed to raise the reading level of a selected group of low-achieving students at Harry Stone Middle School, an all-black, sixth- and seventh-grade school in the Dallas, Texas, Independent School District. Objectives were twofold: to raise the grade-equivalent scores of at least 60% of both tutee and tutor experimental groups, within eight months, and to establish the existence of significant gains in the experimental group, in contrast with a control group. Although comparisons of pre- and posttest scores revealed that the program was not successful according to established criteria, as a result of the project, the tutoring program in the Dallas Independent School District is being revised to meet demonstrated needs. (Author/KS)

**ED 131 435** CS 003 035

Binkley, Janet R.

Organizing an Oral Reading Contest--A West German Example.

Pub Date [76]

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Guidelines, \*Interpretive Reading, \*National Programs, Oral Expression, Oral Reading, \*Public Speaking, \*Speaking Activities, Speech Skills

Identifiers—West Germany

The national contest in oral reading held each year in West Germany provides guidelines for similar contests in other countries. On a point-count system reminiscent of that used internationally for sports events, participants are rated on their oral presentation, the difficulty of the chosen work, and their comprehension of the text. Adaptation of the point system permits evaluation of oral readers performing in their second language. For successful local use of oral reading contests, the author recommends making participation voluntary, engaging nonparticipants as members of coaching teams, and attracting community interest to increase the affective rewards to the young readers. (Author)

**ED 131 436** CS 003 037

Reading in the Secondary School.

Centre for Information on the Teaching of English, Edinburgh (Scotland).

Pub Date 76

Note—70p.

Available from—Centre for Information on the Teaching of English, Moray House College of Education, Holyrood Road, Edinburgh, Scotland EH8 8AQ (\$2.00)

Journal Cit—Teaching English; v10 n1 Entire Issue Autumn 1976

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Book Reviews, \*Language Arts, Periodicals, \*Reading, \*Reading Instruction, Secondary Education

The topic of discussion of this issue of the journal "Teaching English" is reading instruction in the secondary school. Articles include "Reading in the Primary School" (Alastair Hendry), "Patterns of Progress" (Fergus McBride), "Teaching Reading—Whose Business?" (James Maxwell), "A Reading Policy for the Secondary School" (Iain McGillivray), "Encouraging Effective Reading" (Colin Harrison), "The Underachieving Child in the English Class" (Howell Jones), "The Open University Reading Development Courses" (John Hay Scott), "A First Year Class Library" (George Arthur), and "James Inglis-Teacher" (Sydney B. Smyth). Also contained are poems by John Blackburn and Philip Drew, as well as reviews of books concerning the following: learning through talk, Scottish writing, poetry anthologies, stories on tape, drama and discussion, language and creative writing, reluctant readers, the primary levels, serious play, and language. (KS)

**ED 131 437** CS 003 038

Kassab-Golden, Rose

Reading Instruction in the Entire Curriculum.

Pub Date 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Content Reading, \*Critical Thinking, Educational Philosophy, Elementary Secondary Education, Failure Factors, \*Reading Comprehension, \*Reading Instruction, Reading Skills

The author argues that reading instruction could be dramatically improved by making it an integral part of the total curriculum, rather than a subject taught in isolation from the content areas. After reviewing data on reading failure and illiteracy, particular causes of poor reading instruction are discussed. Adequate instruction will come only when reading becomes a responsibility of all teachers, with each guiding the reading/thinking process as it affects their own subject areas. Examples are given of the reading/thinking skills required in specific subject areas. (AA)

**ED 131 438** CS 003 039

Goethe, Susan E. A. M.

A Study of Intuitive Thinking.

Pub Date 76

Note—23p.; Paper presented at the Annual Meeting of the International Reading Association Southeastern Regional Conference (4th,

Jacksonville, Florida, February 18-21, 1976); Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Communication (Thought Transfer), Concept Formation, \*Creative Thinking, \*Language, \*Learning, Nucleation (Language Learning), Problem Solving, Productive Thinking, \*Thought Processes

Identifiers—\*Intuition

The development and use of intuitive thinking, at all levels of education, have been of concern to scholars in recent years. This paper discusses the findings and theories of various scholars about intuitive thinking and learning, including the work of Jean Piaget, Jerome Bruner, Richard Jones, and Robert Ornstein. The paper also explores the use of language and communication in relation to intuitive thinking in various cultures, as well as insight and creative thinking as aspects of intuitive thinking. The author concludes that, for problem solving, individual students may need both logical-thinking experiences and creative experiences and that individual student cognition is required for learning to be realized. (JM)

**ED 131 439** CS 003 040

Jobe, Fred W.

Screening Vision in Schools.

International Reading Association, Newark, Del.

Pub Date 76

Note—71p.

Available from—International Reading Association 800 Barksdale Road, Newark, Delaware 19711 (Order No. 932, \$2.50 member, \$3.75 non-member)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Elementary Secondary Education, Eyes, Reading, \*Vision, \*Vision Tests, \*Visual Acuity

This bulletin explains some of the visual characteristics of children and youth, examines critically the vision screening tests used in some schools, and explains the problems resulting from their use. Chapters deal in turn with vision and visual characteristics, the professional eye examination, visual screening tests, problems in referrals from visual screening tests, and organizing a visual screening program. Appendices illustrate selected aspects of visual behavior and give specific clinical criteria for referral. A glossary is included for technical terms used in the booklet. (AA)

**ED 131 440** CS 003 041

Sucher, Floyd

Factors Contributing to Misbehavior and Underachievement among Elementary School Boys.

Pub Date 76

Note—20p.; Paper presented at the Annual Meeting of the International Reading Association Southeastern Regional Conference (4th, Jacksonville, Florida, Feb. 18-21, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Behavior Problems, \*Educational Problems, Elementary Education, \*Elementary School Students, \*Males, Students, Student Teacher Relationship, Teacher Behavior, \*Underachievers

Almost since schools began in America, boys have been identified as the primary source of misbehavior by teachers and administrators. In addition, boys constitute the greatest percentage of those students who are underachieving and failing. This paper discusses the problems of misbehavior, underachievement, and related conditions; explores the two major factors contributing to boys' school-related problems—the home and the school (buildings and facilities, curriculum, materials, methodology, and teachers); and considers what can be done to rectify the problems, including specific ways in which schools and teachers can adjust to the learning styles, behavior patterns, and interests of boys. The paper concludes that what is needed most is teachers who are open, flexible, and fair with all students, regardless of their sex or their behavior patterns. (JM)

**ED 131 441** CS 003 042

Establishing the Administrator's Role in Right to Read; Proceedings of the Conference (Boxborough, Massachusetts, September 17-18, 1975).

New England Consortium for the Right to Read, Kingston, R.I.

Pub Date Feb 76

Note—50p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Administrator Role, Conference Reports, Elementary Secondary Education, \*Program Coordination, \*Program Development, \*Reading Programs

Identifiers—\*Right to Read

These proceedings from a conference sponsored by the New England Consortium for the Right to Read discuss the role of administrators in Right to Read programs. Included are discussions of the New England Consortium effort, the role of the administrator in implementing and organizing the reading program, and reports from section meetings on problems and action alternatives in organizing and operationalizing the Right to Read programs. A list of conference participants is also included. (AA)

**ED 131 442** CS 003 043

Staffing a Reading Program. A Position Paper.

New England Consortium for the Right to Read, Kingston, R.I.

Pub Date Sep 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Elementary Secondary Education, Inservice Teacher Education, \*Personnel Selection, \*Program Development, Reading, \*Reading Instruction, \*Reading Programs, Staff Utilization, \*Teacher Selection

Identifiers—New England Consortium, \*Right to Read

The New England Consortium criteria of excellence are 26 statements of conditions which describe a quality reading program and which must exist if all children are to learn to read. These statements are grouped under five goal areas, the third of which, staffing a reading program, is treated in this position paper. The paper supports attainment of the following criteria for this goal area: the board of education has designated someone within the school system who has the central office support, responsibility, and time for the development and maintenance of a quality reading program; the board of education actively seeks candidates with preparation in the teaching of reading when filling new positions; the local board of education has established an incentive program for teacher inservice education in reading; and there is a continuous program of staff development. (JM)

**ED 131 443** CS 003 044

Community and School Climate. A Position Paper.

New England Consortium for the Right to Read, Kingston, R.I.

Pub Date Sep 76

Note—13p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Community Attitudes, Elementary Secondary Education, \*Program Design, Reading, \*Reading Instruction, \*Reading Programs, School Attitudes, \*School Community Relationship

Identifiers—New England Consortium, \*Right to Read

The New England Consortium criteria of excellence are 26 statements of conditions which describe a quality reading program and which must exist if all children are to learn to read. These statements are grouped under five goal areas, the first of which, community and school climate, is treated in this position paper. The paper supports attainment of the following criteria for this goal area: the whole school atmosphere reflects commitment to the importance and enjoyment of reading; the entire community views reading as an important activity in each individual's life; the entire community actively contributes to and supports the school reading program; and the classroom climate reflects respect and support, by both teacher and pupils, for each individual child's progress in reading. (JM)

**ED 131 444** CS 003 045

Selecting and Utilizing Materials. A Position Paper.

New England Consortium for the Right to Read, Kingston, R.I.

Pub Date Sep 76

Note—14p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Program Development, \*Reading, \*Reading Instruction, \*Reading Programs

Identifiers—New England Consortium, \*Right to Read

The New England Consortium criteria of excellence are 26 statements of conditions which describe a quality reading program and which must exist if all children are to learn to read. These statements are grouped under five goal areas, the fourth of which, selecting and utilizing materials, is treated in this position paper. The paper supports attainment of the following criteria for this goal area: the school media center meets the ALA-NEA standards; all textbooks and other materials are appropriate to the instructional level of the students using them; materials in both classrooms and media centers accommodate the varying learning styles of the pupil population; the materials in both classrooms and media centers are selected to accommodate the wide range of reading interests of the pupil population; and the school system maintains a library of carefully selected and frequently updated professional media. (JM)

**ED 131 445** CS 003 046

**Fostering Reading Interests. A Position Paper.**

New England Consortium for the Right to Read, Kingston, R.I.  
Pub Date Sep 76

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, Independent Reading, Library Cooperation, Library Role, \*Program Development, Reading, \*Reading Instruction, \*Reading Interests, \*Reading Programs

Identifiers—New England Consortium, \*Right to Read

The New England Consortium criteria of excellence are 26 statements of conditions which describe a quality reading program and which must exist if all children are to learn to read. These statements are grouped under five goal areas, the fifth of which, fostering reading interests, is treated in this position paper. The paper supports attainment of the following criteria for this goal area: the school reading program recognizes the importance of personal, independent reading and promotes this type of reading in a variety of ways, and the library promotes reading among all segments of the population. (JM)

**ED 131 446** CS 003 047

**Organizing and Managing a Reading Program. A Position Paper.**

New England Consortium for the Right to Read, Kingston, R.I.  
Pub Date Sep 76

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Program Administration, Program Design, \*Program Development, Program Evaluation, \*Program Planning, Reading, \*Reading Instruction, \*Reading Programs

Identifiers—New England Consortium, \*Right to Read

The New England Consortium criteria of excellence are 26 statements of conditions which describe a quality reading program and which must exist if all children are to learn to read. These statements are grouped under five goal areas, the second of which, organizing and managing a reading program, is treated in this position paper. The paper supports attainment of the following criteria for this goal area: there is articulation and coordination of the reading program throughout school system administrative units; a continuous progress organization of the reading program is in operation; classroom and school organizational patterns meet all needs of the school population; components of the language arts program support other program components; the reading program recognizes and accommodates the needs of subpopulations; all content area teachers teach the skills necessary for the effective reading of their instructional materials; program evaluation provides data necessary for describing achievement and measuring progress; the reporting system interprets a child's reading progress for parents; and the school system provides an education program for parents and reading instruction for adults. (JM)

**ED 131 447** CS 003 048

Ehri, Linnea C.

**Effects of Printed Intonation Cues on Reading in Children. Final Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No—4-0495

Pub Date Sep 76

Grant—NIE-G-74-0011

Note—94p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Beginning Reading, \*Cues, Elementary Education, \*Intonation, Program Evaluation, \*Reading Instruction, Reading Materials, Reading Research

Three studies were conducted to examine whether printed cues conveying information about spoken intonation patterns would aid beginning readers in synthesizing printed words into spoken sentences. To represent intonation patterns, words were printed in three sizes corresponding to stress-pitch levels, and spacing between phrase boundaries was extended to reflect pause points. Reading intoned text was contrasted with reading standard print and with print where word sizes and spaces were varied randomly. Story reading, cloze, sentence recall, and rereading tasks yielded multiple measures of reading behavior in samples of second graders, third graders, and below-grade-level fourth graders. Results indicated that children trained to read intoned print did not outperform the standard print or random print groups, suggesting that printed intonation cues are useless to beginning readers. (Author/AA)

**ED 131 448** CS 003 049

Gounard, Beverley Roberts

**Developmental Changes in the Effects of Output Interference on Recall Following an Auditory Presentation.**

Pub Date 75

Note—8p.; Paper presented at the 1975 Canadian Psychological Association Convention

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Auditory Perception, Elementary Secondary Education, Learning Modalities, Listening Comprehension, Memorizing, \*Memory, \*Recall (Psychological), Retention Studies

This paper summarizes two studies which examine children's free recall of letter sequences in an auditory presentation. In both studies, sequences of six or eight letters were presented to 80 third-grade and 80 eighth-grade pupils, at the rate of one item every other second or four items per second. In the first study, where recall was either immediate or delayed by five seconds, results for third graders showed no difference in number of items recalled as a function of presentation rate. Immediate recall was, however, slightly favored. For eighth graders, delayed recall was markedly better (perhaps as a result of rehearsal). The second study examined the effect of spoken recall on retention. For both age groups, no overall differences in order of item recall were apparent as a function of recall modality. At a slow presentation rate, however, eighth graders' spoken recall was poorer than their written recall. Conversely, spoken recall was superior to written recall at the fast presentation rate. Results suggest the presence of an auditory-specific, short-term memory store that holds information according to order of presentation, is subject to decay, and, apparently, is resistant to interference effects. (KS)

**ED 131 449** CS 003 050

Elley, Warwick B.

**Assessing the Difficulty of Reading Materials: The Noun Frequency Method.**

New Zealand Council for Educational Research, Wellington.

Pub Date 75

Note—28p.

Available from—The Book Sales Service, NZCER, P.O. Box 3237, Wellington, New Zealand (\$1NZ paper)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Childrens Books, Elementary Secondary Education, \*Nominals, Prose, \*Readability, Reading Comprehension, \*Reading Material Selection

Identifiers—New Zealand, \*Noun Frequency Readability Method

A simple, new method for determining the readability level of prose passages in reading material for children is described and discussed. The method, which assigns a value to each noun in selected passages on the basis of its frequency

level on standard word-frequency charts, correlated highly in a number of studies with independent estimates of the difficulty of reading passages. Comparisons are made with other readability estimates, and strengths and weaknesses of the noun-frequency method are discussed. An appendix lists 2000 nouns graded by frequency of use. (AA)

**ED 131 450**

Pearce, C. Glenn

**Summaries of Research Studies on Factors Affecting Reading Comprehension in Business Communication.**

Pub Date 75

Note—25p.; Paper presented at the Annual Meeting of the American Business Communication Association International Conference (Toronto, Canada, December 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Business Communication, Communication Skills, Failure Factors, \*Layout (Publications), Listening Comprehension, Literature Reviews, \*Reading Comprehension, \*Reading Research, Success Factors

Published and unpublished studies of factors related to reading comprehension in business communication are briefly summarized. Factors considered include organization of copy, format and appearance, graphics, distractions, reading time, listening versus reading, reader attributes, and readability. (AA)

**ED 131 451**

CS 003 052

Broward, Charles And Others

**Reading Comprehension Idea Book.**

Pub Date 76

Note—78p.; Presentation given at the Southeastern Regional Conference of the International Reading Assn. (4th, Jacksonville, Florida, February 18-21, 1976); Some pages may not reproduce well due to poor type

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Class Activities, Elementary Education, \*Learning Activities, \*Reading Comprehension, Reading Skills, \*Teaching Methods

The 32 ideas for activities described in this document have been collected to help the reading teacher to teach reading comprehension skills. Activities, listed according to their purpose, concentrate on specific skill areas which give children difficulty, such as following directions, finding the main idea, recognizing sequence, understanding inferences, and relating cause and effect. A bibliography is included. (JM)

**ED 131 452**

CS 003 054

**Head Start Follow Through Program Intervention in Reading Readiness and Reading. Annual Report.**

Tulane Univ., New Orleans, La.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—CG-9939-A/O

Pub Date Aug 70

Note—47p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Educational Research, \*Intervention, \*Language Arts, Preschool Education, Primary Education, Program Evaluation, \*Reading Readiness, \*Remedial Instruction, \*Remedial Programs

Identifiers—Project Head Start

This follow-up study assessed the effects of two different intervention strategies on the reading, language, and intellectual development of preschool children who participated in a North Carolina Head Start program during the period from 1968 to 1969. Children in the experimental group received structured language arts instruction in the first grade, through the Sullivan Reading Program, and the Buchanan Readiness in Language Arts Program, while children in the control group received no structured intervention. Data revealed that children exposed to the structured conditions did not receive significantly different scores on a battery of tests conducted at the end of the first-grade year than did children who received only the Head Start experience. (KS)

**ED 131 453**

CS 003 055

McGee, Leo, Comp. And Others

**Selected Strategies for Teaching Adults.**

Tennessee State Dept. of Education, Nashville.; Tennessee State Univ., Nashville.

Pub Date 77

Note—112p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**  
**Descriptors—**\*Adult Basic Education, Adult Education, \*English (Second Language), Individualized Instruction, Metric System, Performance Based Education, \*Reading Improvement, Study Skills, \*Teaching Methods, Workshops

The five chapters in this document, contributed by consultants who served as teacher trainers at the July 1976 Adult Basic Education Institute at Tennessee State University, include articles, materials, opinions, and bibliographies. Topics are metrification in adult education instruction; teaching the Indo-Chinese refugee; preparing controlled conversations; technique for use with students for whom English is a second language; the adult performance studies: background, national potential, Tennessee's involvement; workshop presentation; adults' need for study-skills instruction; suggested skills and materials; a group instructional inventory; ten steps for improving reading ability; and an individualized approach to curriculum development. Appendixes contain names of those involved with the institute and a copy of the workshop program. (JM)

**ED 131 454 CS 003 056**

*Wikstrom, Marilyn  
Creative Reading for the Gifted Child.*

Pub Date 76

Note—12p.; Paper presented at the Annual Meeting of the International Reading Association Plains Regional Conference (4th, Wichita, Kansas, March 4-6, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Creative Reading, \*Effective Teaching, Elementary Education, \*Gifted Guidelines, \*Reading Instruction, \*Superior Students, \*Talented Students, \*Teacher Role

The reading teacher's role in instructing talented and gifted children is explained in this paper. Goals of instruction are to provide a foundation for learning by structuring materials from which children can build, establishing conditions which foster divergent thinking, providing a setting where creativity is allowed to flourish, allowing children to go beyond the printed page, and encouraging active reading and not passive receptivity. (KS)

**ED 131 455 CS 003 058**

*Darer, Evelyn Flynn, Patricia*

*Beyond the Open Classroom: Reaching the Child Through the Establishment of a Learning Environment.*

Pub Date 76

Note—13p.; Paper presented at the Annual Meeting of the International Reading Association (21st, Anaheim, California, May 1976); Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Basic Skills, Classroom Environment, Elementary Education, \*Language Arts, \*Learning Activities, \*Open Education, Program Descriptions, School Study Centers, \*Student Interests, Teaching Techniques

A structured language arts program based on children's interests can enrich the learning environment of the open classroom. This program should include both open-ended activities, which are outgrowths of instructional units based on group interest, and directed activities, which include the use of learning stations that teach the basic skills necessary for mastery of important concepts. Knowledge of performance objectives, careful planning, record keeping, and evaluation of results are all vital components of this program. (Author/KS)

**ED 131 456 CS 003 059**

*Arnold, Drew And Others  
The Search for Information in Pictures.*

Pub Date 77

Note—9p.; Paper presented at the Spring 1976 Southeastern Regional Meeting of the Society for Research in Child Development

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Behavioral Science Research, \*Cognitive Processes, \*Context Clues, Grade 5, Intermediate Grades, Language Research, \*Pictorial Stimuli, \*Reading Ability, \*Reading Comprehension

This study examined the effect of reading ability and frequency of object association on picture-verification latency in a group of 40 fifth graders. Subjects received sets of two slides each, the first

of which was a sentence in which the subject and object were in either frequent or infrequent association. When the children had read and had understood the slide, they pressed a button which stopped a clock. The second slide, a picture of the objects described either in the relation suggested by the sentence or in a different relation, was then presented. Subjects responded with "same" or "different," according to the match between sentence and picture. In addition, sentences used to provide the informational context were stated in propositional form ("The horse 'can jump the fence") or indicative form ("The horse 'is jumping the fence"). According to an assessment of the time it took subjects to respond to the pictures, reading ability and degree of subject/object relationship, as well as interaction of verb form and response type, were significant. Results indicate that pictures consistent with relational presuppositions can be more quickly verified than those in which relational presuppositions cannot be made. (Author/KS)

**ED 131 457 CS 202 988**

*Prescott, Peggy-Lynn*

*The Effects of Visual and Verbal/Visual Organizers on the Learning of Unfamiliar Information with Daytime Students in Two Rural Community Colleges in Southwestern Virginia.*

Pub Date 76

Note—102p.; Ed.D. Dissertation, Virginia Polytechnic Institute and State University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-23,229, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

**Descriptors—**Community Colleges, Doctoral Theses, Junior Colleges, \*Learning Processes, Learning Theories, \*Memory, Psychological Studies, \*Teaching Methods, Verbal Learning, Visual Learning

**Identifiers—**Advance Organizers

The effects of visual, and verbal/visual, preorganizers and postorganizers on the learning of unfamiliar information were evaluated in an experimental study involving 153 community college students. Pre- and postorganizers were used in connection with a 20-minute lesson on the theory of communication. A 25-item, multiple-choice criterion test was used to assess the effects of the treatments. Comparison of experimental and control groups indicated significant improvement in achievement in the presence of verbal, or verbal/visual, pre- or postorganizers. There were no significant effects due to sequence (pre versus post) or mode of presentation (verbal versus verbal/visual). (Author/AA)

**ED 131 458 CS 202 993**

*Parks, Thomas Ilon*

*A Profile of the Sociolinguistic Attitudes of Students, Teachers, and Home Adults in Four South Carolina School Communities.*

Pub Date 76

Note—102p.; Ph.D. Dissertation, George Peabody College for Teachers

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,637, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Attitudes, \*Caucasians, Doctoral Theses, Language Research, \*Language Standardization, Language Usage, Negro Attitudes, \*Negroes, \*Nonstandard Dialects, Secondary Education, Sociolinguistics

**Identifiers—**South Carolina

Sociolinguistic attitudes of 160 high school students, 160 parents or other adults, and 40 high school teachers were studied through questionnaires administered in four South Carolina schools. Results indicated that a majority of students and teachers felt that dialect differences interfere with communication in the classroom, but that eradication of dialect differences is not the solution. A majority of black parents and of both black and white teachers preferred a bidialectal approach, whereas white parents and students of both races preferred a school language program which tolerates all dialect differences. All groups of respondents saw little correlation between a person's dialect and the ability to achieve an education, but black respondents felt that nonstandard dialects are an obstacle to social and economic upward mobility. (Author/AA)

**ED 131 459**

*Barr, Janet Louise Cook*

*The Immigrant in Children's Fictional Books Recommended for American Libraries, 1883-1939.*

Pub Date 76

Note—185p.; Ph.D. Dissertation, Indiana University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21,525, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Childrens Books, Content Analysis, Cultural Differences, Doctoral Theses, Elementary Education, Fiction, \*Immigrants, \*Library Materials, \*Reading Materials

Content analysis of children's books recommended, between 1883 and 1939, for American libraries indicated that immigrants were not depicted to any great extent in the books studied. It was also found that increases and decreases in the number of recommended children's books describing immigrant characters were not correlated with immigration statistics. Anglo-Saxon and Nordic immigrants appeared more frequently in children's literature than in actual immigration statistics, and other immigrant groups appeared less often in the books than in the statistics. In general, immigrants were depicted in a positive manner in the books studied. Anglo-Saxon and Nordic immigrants were described less fully than were other immigrant groups, who differed more from the dominant culture. (Author/AA)

**ED 131 460 CS 202 996**

*Bye, Thomas John*

*Aspects of the Acquisition of Communicative Competence: The Role of Listener-Oriented Presuppositions in Producing Directions.*

Pub Date 76

Note—216p.; Ph.D. Dissertation, University of California, Los Angeles

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,176, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

**Descriptors—**Child Development, \*Children, \*Communication (Thought Transfer), Doctoral Theses, Educational Research, \*Listening, \*Speech Skills, \*Verbal Communication

The listener-oriented presupposition is defined as a covert proposition related in some way to the listener and associated with a given utterance which the speaker must believe to be true if that utterance is to be judged functional by the listener. It is proposed that listener-oriented presuppositions fall into the following three classes: class A presuppositions have as their domain the entire discourse unit, that is, they represent the entire set of beliefs that the speaker must hold in order to produce a functional discourse unit of a given type, in conversational interaction; class B presuppositions are associated with the decision to state, or not to state, given information; and class C presuppositions are associated with the way in which given information is stated. A test population was selected of 77 children between the ages of 32 months and 110 months and was directed to give sets of instructions for getting to, and from, different places. Analysis of the data indicates that, as the child grows older, his or her responses become increasingly listener-oriented, with the seventh birthday marking the point at which most serious presupposition failure is suppressed. (Author/LL)

**ED 131 461 CS 202 997**

*Rossi, Dominick Ferrantelli*

*Ambiguity in Language: Existential and Educational Aspects.*

Pub Date 75

Note—120p.; Ph.D. Dissertation, The University of New Mexico

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,160, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Child Language, \*Creative Expression, Creativity, Doctoral Theses, Educational Theories, Elementary Education, \*Expressive Language, \*Figurative Language, Higher Education, \*Language Arts, \*Language Skills, Teaching Methods

This dissertation argues that the skill of using language to communicate should be based on the continuous development of the ability to use

## Document Resumes

imagery, metaphor, and the inherently ambiguous nature of language. Since language is a symbolic restructuring of experience, any method designed to teach language arts must reflect the interplay between language and experience. Ambiguity forces the listener to share in the creation and transfer of meaning, and it allows children the possibility of exploring their own creative efforts in language play. In this respect, language is not split into the expressions of reality and fantasy; both the effective and expressive functions of language can be encouraged. (Author/KS)

**ED 131 462** CS 202 999

*Provenzo, Eugene Francis, Jr.*  
Education and the Aesop Tradition.

Pub Date 76

Note—416p.; Ph.D. Dissertation, Washington University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-23.095, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*Childrens Literature, Cultural Factors, Doctoral Theses, Educational History, \*Educational Needs, Educational Research, \*Fables, \*Literary History, Reading Materials

Identifiers—\*Aesops Fables

The purpose for this study, as set forth in chapter one, is to describe the history and use of Aesop's fables as part of the Western pedagogical tradition. A second intention is to demonstrate how the different uses of the fables by various cultures reflect specific social, political, and economic concerns of the societies from which they are drawn. The first part of chapter two defines the fables as a didactic and literary genre and explores the reasons for their widespread use throughout world culture. The second half of the chapter describes how philosophers and pedagogists important to the Western intellectual tradition have viewed the fables. Chapter three describes how a widely used fable conforms to the educational needs and traditions of various cultures, and chapter four outlines how the fables were used in the cathedral schools and grammar schools on the Continent and in England during the late Middle Ages and early Renaissance. Chapter five attempts to reconfirm the thesis that, until the end of the seventeenth century, the worlds of child and adult were not differentiated. Chapter six includes a content analysis of the fables included in approximately 1600 American spellers and readers published between 1775 and 1924. (Author/RB)

**ED 131 463** CS 203 000

*Breme, Frederick Jay*  
Humor and Its Relationship to Needs.

Pub Date 75

Note—137p.; Ph.D. Dissertation, University of Missouri-Columbia

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-21.936, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—College Students, Doctoral Theses, Educational Research, \*Females, \*Humor, \*Individual Needs, \*Males, \*Psychological Needs

In this exploratory study of humor, it was hypothesized that responses to humorous material are related to each person's needs. Form B of the IPAT Humor Test of Personality and the Stern Activities Index were administered to 276 volunteer college students as measures of humor preference and needs, respectively. The results of the study suggest male/female differences in humor preferences as well as in needs patterns, which influence responses to funny material. Humor-preference patterns are suggested as ways of viewing sense of humor and related need constellations. An "identifier-desirer" factor is hypothesized as a possible variable in future research. (Author/RB)

**ED 131 464** CS 203 002

*Lee, Elaine Jones*

A Comparative Thematic Categorical Survey of Children's Publications in England and America from 1744 to 1850.

Pub Date 76

Note—1,357p.; Ed.D. Dissertation, Temple University

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22.051, MF \$7.50, Xerography \$15.00)

Document Not Available from EDRS.

Descriptors—\*American Literature, Childrens Books, \*Childrens Literature, Comparative Analysis, Cross Cultural Studies, Doctoral Theses, Eighteenth Century Literature, \*English Literature, Literary History, Nineteenth Century Literature, \*Publications, Surveys

Samples of English and American children's publications were surveyed to determine their breadth and variety during the literary period from 1744 to 1850; the patterns of continuity and discontinuity, for and between the two countries, of each thematic category surveyed; and the point at which the publications seemed to indicate that American children's literature experienced its own birth of originality. The principal and secondary hypotheses were that a chronological record of English and American children's publications could be made according to specifically defined thematic categories and that these thematic categories could be represented by, and interpreted from, series of matrices, each of which was constructed to denote a given time period for a particular study. The data revealed, among other things, that there existed no single point at which American children's literature experienced its own birth of originality. The study also suggests that similar identification of pure or combined thematic categories in children's publications would be possible for any country where children's literature exists. (Author/RB)

**ED 131 465** CS 203 035

*Brown, Merle*  
Poetic Listening.

Pub Date 76

Note—22p.; Paper presented at the 1976 Modern Literature Conference

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Literary Analysis, \*Literary Criticism, \*Poetry, Rhetorical Criticism, Theories

The poet always listens to himself or herself as part of the expressive act that is the poem, and that listening becomes an essential part of the completed poem. The listening is never fused into the expressiveness of the poem's making, however, but continues in a dramatic relationship with that expressiveness. The difficulty of poetry stems from this dialectical and dramatic aspect of its nature. The need to attend to this poetic listening is illustrated in discussions of various selections, as is the need to learn to listen dramatically to oneself as one is reacting to a poem. (AA)

**ED 131 466** CS 203 042

*Stonecipher, Harry W., Trager, Robert*  
The Impact of "Gertz": How the States Have Defined the Standard of Liability for the Private Label Plaintiff.

Pub Date 76

Note—25p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Court Cases, Court Doctrine, Court Litigation, Publications, \*State Action, \*Supreme Court Litigation

Identifiers—\*Gertz v Robert Welch, \*Libel

In the landmark "Gertz" decision, the United States Supreme Court held that, in the interest of protecting libel plaintiffs, the states under certain conditions could define for themselves the appropriate standard of liability for a publisher or broadcaster of defamatory falsehoods. This paper explores several applications of the "Gertz" decision, by various states, in the two years since the opinion was handed down (23 states have cited "Gertz"). The paper concludes that the full impact of "Gertz" will not be known until state courts have had more opportunity to fully interpret the "Gertz" standards in light of the traditional common-law principles of defamation. (JM)

**ED 131 467** CS 203 043

*Trager, Robert Stonecipher, Harry W.*  
"Gertz" and "Firestone": How Courts have Construed the "Public Figure" Criteria.

Pub Date 76

Note—27p.; Paper presented at the Annual Meeting of the Association for Education in Journalism (59th, College Park, Maryland, July 31-August 4, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Broadcast Industry, \*Censorship, Constitutional Law, \*Court Litigation, \*Freedom of Speech, Higher Education, \*Legal Problems, Publishing Industry

Identifiers—\*First Amendment, Gertz v Robert Welch, \*Libel, New York Times v Sullivan, Time Inc v Firestone

Since the "New York Times Co. v. Sullivan" decision in 1964, courts have debated the degrees of protection from defamation that should be offered to individuals and the concomitant degree of freedom that the press should have to report on matters of public concern. Most recently, the Supreme Court has attempted to balance these competing interests in the cases of "Gertz v. Robert Welch, Inc." and "Time, Inc. v. Firestone." From these two cases come new definitions of public figures and private individuals, two categories given differing amounts of protection under the law. After examining the various manners in which state courts and lower federal courts have construed these definitions, it is concluded that there will be no rest for publishers and broadcasters while the criteria for determining who is a public figure and who is a private individual are so unsettled. (Author/KS)

**ED 131 468** CS 203 045

*Hofmeister, Alan M.*

Diagnostic Test, Capital Letters and Punctuation; Teacher's Manual.

Utah State Univ., Logan. Exceptional Child Center.

Pub Date 72

Note—16p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Capitalization (Alphabetic), Criterion Referenced Tests, \*Diagnostic Teaching, Diagnostic Tests, Educational Diagnosis, Elementary Education, Punctuation, Teaching Methods

The test detailed in this document is designed to diagnose learning deficiencies in punctuation for grades three through seven and supplies the teacher with a list of specific teaching concepts which need to be taught to each child. The document contains a test description, directions for administration and scoring, two references, a sample of corrected sentences, a table of errors and appropriate rules, suggestions for instruction, a pupil score sheet, a pupil-response booklet for a diagnostic punctuation test, and a class-profile sheet. (JM)

**ED 131 469** CS 203 049

*Kauffmann, Stanley*

Persons of the Drama: Theater Criticism and Comment.

Pub Date 76

Note—380p.

Available from—Harper & Row, Publishers, Inc., 10 East 53d Street, New York, N.Y. 10022 (\$12.95 cloth)

Document Not Available from EDRS.

Descriptors—\*Analytical Criticism, Authors, \*Drama, Literary Criticism, Playwriting, \*Theater Arts

The contents of this book represent one critic's views on some qualities and questions in the theater between 1964 and 1975 and include relevant biographical (e.g., the career of Joseph Papp) and historical articles. The five parts of the book deal with theaters—American and foreign; productions—revivals and new plays; notes on music; stages of discussion—homosexuality, people, and themes; and criticism. An index is included. (JM)

**ED 131 470** CS 203 050

*Mallette, Malcolm F., Ed. And Others*

The Newspaper and Tomorrow's Readers; Summary of an American Press Institute Seminar, July 19-21, 1976.

American Press Inst., Reston, Va.

Pub Date Jul 76

Note—52p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Achievement Tests, Class Activities, Conference Reports, Graphic Arts, \*Newspapers, Public Opinion, Public Relations, \*Reading Interests, Television

The objectives of the American Press Institute Seminar, held in July 1976, were to examine problems related to declining newspaper readership and to discuss ways in which newspapers can be made more interesting and useful. This publication summarizes the major points set forth by

each discussion leader and includes selected comments from participants. The following topics were discussed: reaching and holding the marginal reader; using news research to increase readership, achievement test scores, print and the TV-centered world of children, how people read, reaching the minority reader, newspaper in the classroom, graphics, techniques that work (a round table discussion), and a perspective. Included are lists of the seminar members and the members of the American Press Institute Board of Directors. (JM)

**ED 131 471** CS 203 051  
McCracken, Marlene McCracken, Robert Spelling.

North Dakota Univ., Grand Forks. Center for Teaching and Learning.  
Pub Date Nov 76

Note—10p.

Journal Cit—*Insights into Open Education*; v9 n3  
Entire Issue Nov 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Education, Phonics, Spelling, \*Spelling Instruction, \*Teaching Methods

The teaching of spelling is outlined and discussed in this pamphlet. Three major steps are described: the prewriting stage, teaching the principle of alphabetic writing—the understanding that spelling requires the sequencing of sounds within a word, and teaching the spelling patterns of written English. The pamphlet concludes that two current practices are detrimental to children in developing spelling skills: teaching spelling words and demanding perfect spelling. (JM)

**ED 131 472** CS 203 054  
Koenigsknecht, Roy A. Lee, Laura L.

**The Assessment of Grammatical Development in Children and the Clinical Presentation of Grammatical Structure to Children with Language Problems. Final Report.**

Northwestern Univ., Evanston, Ill. Dept. of Communicative Disorders.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—H132356A; H232356

Pub Date 1 Mar 74

Grant—OEG-0-71-0949(607)

Note—146p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Child Language, Clinical Experience, \*Grammar, Group Instruction, Intervention, \*Language Development, \*Language Handicaps, \*Research, Sentence Structure, Teaching Methods, Verbal Development Identifiers—\*Developmental Sentence Analysis

This document reports on three years of clinical research involving the development of effective clinical intervention procedures for children with slow language development. The assessment and treatment approaches discussed in the report are based upon the developmental model of grammar described in Developmental Sentence Analysis (DSA), a clinical procedure for evaluating the level of a child's grammatical development, from a tape-recorded sample of the child's spontaneous speech. The report contains an overview of project accomplishments; statistical information on DSA; material on interactive language development teaching and the use of this method with 25 clinical children; a group remediation program for children with atypical syntax, utilizing operant and programmed procedures; and the dissemination of project information. Included are a list of references, 40 tables of findings, and six charts. (JM)

**ED 131 473** CS 203 055  
**Creative Writing Cookbook: A Collection of Instructional Strategies That Have Encouraged Students to Write. An Instructional Bulletin.**  
Publication No. SC-729.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No.—SC-729

Pub Date 75

Note—178p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*Composition (Literary), Composition Skills (Literary), \*Creative Writing, Descriptive Writing, Expository Writing, Poetry, Prose, Secondary Education, Short Stories, Teaching Guides, \*Teaching Methods

The material in this book, contributed by teachers in the Los Angeles area, consists of in-

structional assignments and successful strategies for teaching creative writing at the secondary level. Sample lessons are grouped under broad categories (getting started, writing prose, writing verse, and miscellaneous instructional gambits) and contain ideas applicable to several levels of instruction and of individual student ability. Some of the activity topics are journal writing, creating mood, capturing body language and inflection, using comic strips, story starters, news article into story, man the myth maker, the overhead projector as motivator, an updated Lochinvar, radio script, writing a play, scenes from the theater of the absurd, the human spirit, humorous memoirs, digestive poetry, painting pictures with words, along heroic lines, and lesson on the sonnet. (JM)

**ED 131 474** CS 203 056  
**Compose Yourself: A Plan for Instruction in Written Composition, Grades 7-12.** Publication No. SC-741.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Pub Date 76

Note—75p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Composition (Literary), \*Composition Skills (Literary), Creative Writing, Descriptive Writing, Evaluation, Expository Writing, \*Lesson Plans, Program Descriptions, Secondary Education, Teaching Guides, \*Teaching Methods

The program outlined in this document suggests that all secondary school students have continuous composing experiences in four major areas of written discourse: sensory/descriptive, imaginative/narrative, practical/informative, and analytical/expository. This document contains a chart detailing a plan of instruction in written composition for grades 7 through 12, sample composing experiences (records of actual lessons) and student responses, evaluation materials, and position statements by the Los Angeles City Schools and the National Council of Teachers of English. Sample lesson topics are: character description—writing from a model; description-journal observation; chronological-logical sequence; point of view; friendly notes and postcard form; business letter and correct envelope form; expository paragraph on literature; editorial writing; essay to persuade; essay based on Tennyson's "Gareth and Lynette"; and defining a nonsense word. (JM)

**ED 131 475** CS 203 057  
**RX for Instant Poets.** Publication No. GC-22.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No.—GC-22

Pub Date 74

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Creative Writing, Elementary Secondary Education, Haiku, Instructional Materials, \*Poetry, \*Versification

This booklet describes 22 simple verse patterns which may be used with children at all grade levels to encourage imaginative use of language, sense of form, and written self-expression. Among the patterns are the following: concrete or visual poem, found poem, formal cinquain, acrostic verse, haiku, rhymed riddle, impressionistic poem, terse verse, Mother Goose parody, and limerick. Included are examples of student verse. (JM)

**ED 131 476** CS 203 058  
**Individualizing the Teaching of Writing: Using Small Groups in the Composing Process.** Publication No. SC-728.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No.—SC-728

Pub Date 75

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Composition Skills (Literary), Individualized Instruction, Secondary Education, \*Small Group Instruction, Teaching Methods, \*Writing Skills

This monograph describes ways in which the small-group context can facilitate secondary-level students' composing skills through a structured writing cycle and can provide each student with individualized help during the writing process. An in-depth discussion is provided of the writing cy-

cle, a process whereby the group provides continuous feedback during composition and evaluation phases. In addition, classroom applications for the writing cycle, and prepared and sample assignments are described; commentary on the implementation of writing stages, grading, and evaluation criteria is also included. (KS)

**ED 131 477** CS 203 059

**On the Ball-Point: Classroom Practices in Teaching Composition.** Publication No. SC-743.

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Report No.—SC-743

Pub Date 76

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Composition (Literary), \*Composition Skills (Literary), Creative Writing, English Instruction, Expository Writing, Secondary Education, \*Teaching Methods

The classroom practices described in the 12 articles in this publication reflect much of the current thinking about the teaching of composition skills. Titles of articles are: "What Can Be Done about Composition?" "Junior High School Foundations for Expository Composition," "Teaching Sentence Combining," "Prevision and Revision in Tenth-Grade English Classes," "Structuring without Stifling," "What Can I Say About My Subject?" "How and Why and What's: Some Thoughts about Constructing Topic Sentences," "Marking to Teach Composition," "Composition Assignment: Autobiographical Portrait," "Values and Creativity in Composing," "Focus on Film," and "Individualized Instruction of Composition." (JM)

**ED 131 478** CS 203 060

**Scrip and Scrippage: Model "Trans-ACTIONS" for Involving Students with Books.**

Los Angeles City Schools, Calif. Div. of Instructional Planning and Services.

Pub Date 76

Note—154p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Educational Resources, \*Learning Activities, Lesson Plans, \*Literature Appreciation, \*Reading Skills, Secondary Education, Teaching Guides, Teaching Techniques

The 12 model assignments presented in this booklet are designed to help secondary-level students become more skillful and knowledgeable readers and to encourage the appreciation of literature. Each assignment provides a general objective, a product that the student is to create, a list of concepts and skills necessary to complete the assignment, a checklist for students to follow, a list of educational objectives which are specifically related to students' actions during the course of the assignment, suggestions for extending the assignment, and an example of a form or an excerpt from a text which can help students complete the assignment. Options are described for using these resource materials as class projects or as independent study assignments. Exercises include reviewing the dominant elements of setting (using haiku), identifying an episode in a novel or biography which lends itself to dramatization (using reader's theater), demonstrating understanding of technical language in a nonfiction book (using a crossword puzzle), and so on. (KS)

**ED 131 479** CS 203 061

**Kahl, Marilyn, Ed. And Others Potpourri '76: A Collection of Teaching Ideas for Elementary and Secondary Schools.**

Southland Council of Teachers of English.

Pub Date 76

Note—58p.; The Southland Council of Teachers of English is an affiliate of the National Council of Teachers of English

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Class Activities, Composition (Literary), Elementary Secondary Education, \*English Instruction, Journalism, \*Language Arts, Literature Appreciation, Speech Curriculum, Teaching Guides, Teaching Methods

The ideas provided in this document may be used in teaching the language arts in elementary and secondary schools. Some of the many ideas focus on hand-made books, psychological logs (journals), dialogue writing, Shakespeare and Dickens study activities, word matching, fairy tales, writing a book, imaginary worlds, magic, sales talk, impromptu speeches, short-story writ-

ing, newspapers and news-reporting activities, descriptive writing, writing autobiography, and the Bible as literature. (JM)

**ED 131 480** CS 203 062

*Englander, A. Arthur Petzold, Paul*

Filming for Television.

Pub Date 76

Note—262p.

Available from—Hastings House, Publishers, 10 East 40th Street, New York, New York 10016 (\$19.50 cloth)

Document Not Available from EDRS.

Descriptors—\*Film Production, \*Films, Higher Education, Post Secondary Education, \*Production Techniques, \*Television

Film makers, professional or amateur, will find in this volume an extensive discussion of the adaptation of film technique to television work, of the art of the camera operator, and of the productive relationships between people, organization, and hardware. Chapters include "The Beginnings," an overview of the interrelationship between roles in television production; "Programme Quality and Organization"; "A Television Film Studio"; "Going on Location"; "Drama Production"; "The Director and His Style of Work"; "Equipment in Practical Use"; "Film Materials and Working with Colour"; "Processing, Rushes and Picture Quality"; "Shot Planning"; "Camera Movement"; "Composition"; "Daytime Exteriors: Exposure, Control and Contrast"; "Lighting"; "Studio and Indoor Lighting"; "Filtering with Daylight and Artificial Light"; "Effects and Limitations"; "Composite Photography"; "Car and Chase Sequences"; "Interviews"; "Filming Works of Art"; and "Poetry Reading." An appendix contains examples of shooting and filming schedules, a filming diary, and a shot list; a glossary of terms also is provided. (KS)

**ED 131 481** CS 203 063

*Swain, Dwight V.*

Film Scriptwriting: A Practical Manual.

Pub Date 76

Note—365p.

Available from—Communication Arts Books, Hastings House, Publishers, 10 East 40th Street, New York, New York 10016 (\$14.50 cloth)

Document Not Available from EDRS.

Descriptors—\*Documentaries, \*Film Production, \*Film Production Specialists, \*Films, Manuals, Production Techniques, \*Scripts, \*Writing

Identifiers—\*Scriptwriting

Dealing with both documentary and feature films, this book is a guide to using particular tools and procedures in developing ideas and concepts for writing film scripts. Part one deals with the factual, or documentary, film and discusses the proposal outline, film treatment, sequence outline, shooting script, and narration writing. Part two considers aspects of script writing for the feature film, including the film story, the film character, the story treatment, the art of confrontation, the outline, dialogue devices, the master scene script, problems in adaptations, story conferences, the business of script writing, important things to know, and lessons from the pros. The appendix includes a storyboard, suggestions for judging screen time, a bibliography, and a glossary of terms. (LL)

**ED 131 482** CS 203 064

*Johnson, Eric W.*

How to Achieve Competence in English: A Quick Reference Handbook.

Pub Date 76

Note—184p.

Available from—Bantam Books, Inc., 666 Fifth Avenue, New York, New York 10019 (\$1.50 paper)

Document Not Available from EDRS.

Descriptors—\*English, Grammar, Guides, Punctuation, Reference Books, \*Standard Spoken Usage, \*Written Language

Written to provide a quick, simple, practical reference, this handbook contains explanations and examples of the use of English. Entries, arranged alphabetically, may be as specific as "bibliography," "colons," "dashes," "footnotes," and "prefixes" or as general as articles on clichés, books, figurative language, frame tests, grammar, and plagiarism. The book contains cross references, avoids theoretical discussions, and emphasizes common usage for spoken English, as well as for written English. (JM)

**ED 131 483**

*Matthews, Dorothy, Ed.*

Traditional Materials in the Classroom.

Illinois Association of Teachers of English, Urbana.

Pub Date 76

Note—36p.; The Illinois Association of Teachers of English is an affiliate of the National Council of Teachers of English

Available from—IATE Treasurer, 100 English Bldg., Urbana, Illinois 61801 (\$0.50 single copy)

Journal Cit—Illinois English Bulletin; v64 n1 Entire Issue October-November 1976

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Composition Skills (Literary), Elementary Secondary Education, \*English Curriculum, \*Folk Culture, \*Instructional Materials, \*Literature, Periodicals, Romanticism, Teaching Methods, Vocal Music

Identifiers—Illinois

The five articles in this journal are related to the use of traditional materials in elementary and secondary schools in Illinois. Specific topics discussed include folk literature in secondary schools, traditional songs in elementary schools, the most frequently taught literary works (a survey of Illinois secondary schools), an approach to the study of romantic literature, and the characteristics of award-winning student writing. (AA)

**ED 131 484**

*Hubert, Karen M.*

Teaching and Writing Popular Fiction: Horror, Adventure, Mystery and Romance in the American Classroom.

Teachers and Writers Collaborative, New York, N.Y.

Pub Date 76

Note—235p.

Available from—Teachers & Writers Collaborative, 186 West 4th Street, New York, New York 10014 (\$4.00 paper)

Document Not Available from EDRS.

Descriptors—\*Creative Writing, \*Fiction, Literary Styles, \*Literature, Reading Materials, Secondary Education, \*Teaching Techniques, \*Writing Skills

Identifiers—\*Popular Literature

This book, intended for teachers who want to expand their secondary-level writing curricula, examines the possibilities for using popular fiction in the classroom to encourage reading and to teach writing skills. Chapters include discussions of the genre approach, the horror story, the adventure story, the mystery story, the popular love story, and an anthology of student writing in these genres. Each section includes "recipes," or ideas for writing assignments in each subject area. (KS)

**ED 131 485**

*Snipes, Wilson Currin*

Humanistic Invention in Expressive Discourse.

Pub Date 75

Note—5p.; Paper presented at the 1975 Annual Meeting of the South Atlantic Modern Language Association

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Composition (Literary), \*Creative Expression, \*Creativity, Educational Theories, English Curriculum, Higher Education, \*Humanistic Education, \*Writing

The humanistic value of expressive discourse should form the basis for reinstating composition in the curricula of higher education. Educators must realize that the process of thinking that goes on before an assertion or statement of purpose is written is related to the familiar prewriting concept; that approaches to invention are as various as composers; that, although artificial models do serve composers, honest introspection is generative in itself; that the "languaging" of invention offers a vehicle for discovery; and that humanity forms the centrality of expressive discourse. (AA)

**ED 131 486**

*Wagener, Elaine H.*

Does Literature Affect Self-Concept?

Pub Date [75]

Note—10p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Children's Literature, Educational Research, Elementary Education, Grade 4, Identification (Psychological), \*Negro Litera-

ture, \*Negro Youth, \*Self Concept, Self Concept Tests

In order to determine whether a program of black literature read aloud to a group of black fourth-grade children would have a measurable effect on posttest scores of two self-concept measures, an experimental group of 23 black children was exposed to 36 sessions of children's literature about black figures—historical and fictional—who were strong, positive characters with whom the children could identify. A second group of 23 black children listened to children's literature without black characters, while a third group had no literature read to them. The children in the three groups were nearly equal in sex, age, grade, and intelligence, and all were pretested and posttested. Analysis of data shows that such a direct approach does promote a stronger self-concept and that the type of test used to measure self-concept may strongly influence the results. (JM)

**ED 131 487**

CS 203 069

*Brusaw, Charles T. And Others*

The Business Writer's Handbook.

Pub Date 76

Note—521p.

Available from—St. Martin's Press, 175 Fifth Ave., New York, New York 10010 (\$5.95 paper)

Document Not Available from EDRS.

Descriptors—\*Business Communication, \*Business English, Guides, Higher Education, Reference Materials, \*Technical Writing, \*Writing Skills

This handbook is designed to be a comprehensive, practical reference guide for courses in business writing or business communication. Alphabetical entries provide coverage of grammar, usage, style, format, and writing procedure—planning, research, outlining, methods of development, and so on—and also include specific information on letters, memorandums, proposals, reports of various kinds, minutes of meetings, job descriptions, and other types of business communication. The introduction, "Five Steps to Successful Writing," sets forth a step-by-step approach to the writing process, which is summarized in a convenient checklist form. An index provides an exhaustive listing of topics covered; a topical key classifies the entries by subject categories. (Author/KS)

**ED 131 488**

CS 203 070

*Finder, Morris*

Reason & Art in Teaching Secondary-School English.

Pub Date 76

Note—214p.

Available from—Temple University Press, Philadelphia, Pennsylvania 19122 (\$10.00 cloth)

Document Not Available from EDRS.

Descriptors—\*Composition (Literary), Curriculum Development, \*English Instruction, \*Language Instruction, \*Literature Appreciation, Secondary Education, Teaching Methods

This book considers problems in reading and writing and in the teaching of both. Chapter one, based on Tyler's method of inquiry into problems of curriculum and instruction, introduces the framework within which problems of planning and teaching are discussed in the remainder of the book. Chapters two through four deal with aspects of comprehending expository and argumentative prose, and chapter five deals with the writing of such forms. Chapters six, seven, and eight treat problems in the teaching of literature. The final chapter deals with language as a subject for study in its own right, rather than as an aid in the teaching of composition. (AA)

**ED 131 489**

CS 203 071

*de Camp, L. Sprague de Camp, Catherine C.*

Science Fiction Handbook, Revised: A Guide to Writing Imaginative Literature.

Pub Date 75

Note—212p.

Available from—Owlswick Press, Box 8243, Philadelphia, Pennsylvania 19101 (\$8.50 cloth)

Document Not Available from EDRS.

Descriptors—\*Creative Writing, \*Fantasy Guidelines, Higher Education, Imagination, \*Literature, Publishing Industry, \*Science Fiction, \*Writing Skills

This book provides the general reader with an introduction to the field of imaginative fiction. The first two chapters describe the growth of

science fiction from Aristophanes to Asimov and give the history of its parent literature, fantasy. The rest of the book affords the apprentice writer an overview of skills necessary for creating imaginative literature. Chapters include discussion of scene-setting, story-plotting, and writing dialogue, as well as advice for storing literary works, keeping records for tax purposes, marketing a story, dealing with editors and agents, and bargaining with publishers. Finally, there are hints for successful writers about relating to their communities, handling publicity, and melding the needs of the creative artist with those of a successful human being and family member. (Author/KS)

**ED 131 490 CS 203 072**

*Arbur, Rosemarie*  
The Student-Teacher Conference.

Pub Date 76

Note—18p.; Paper presented at the Annual Meeting of the New York State English Council, October 15-17, 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Composition (Literary), \*Conferences, Guidelines, Higher Education, Interaction, \*Interviews, \*Student Teacher Relationship, \*Writing

Identifiers—\*Teacher Student Conferences

Too frequently, the student/teacher writing conference is an undifferentiated and unplanned experience. Consideration of the interview process in the field of social work can substantially improve the quality of student/teacher conferences. Basically, seven elements are requisite to any integrated conference: engagement, problem exploration, problem identification, agreement to work on the problem together, task assignment, solution, and termination. (KS)

**ED 131 491 CS 203 073**

*Elkins, Deborah*  
Teaching Literature: Designs for Cognitive Development.

Pub Date 76

Note—312p.

Available from—Charles E. Merrill Publishing Company, Columbus, Ohio 43216 (\$11.95 cloth)

Document Not Available from EDRS.

Descriptors—\*Cognitive Development, Curriculum Development, \*English Instruction, Evaluation Methods, \*Literature, \*Literature Appreciation, Secondary Education, Teaching Methods

Identifiers—\*Piaget (Jean)

Approaches to the teaching of literature are discussed within a framework derived from the work of Piaget. The first two chapters discuss this framework and its relationship to curriculum patterns. Chapters three through seven develop ideas for teaching short stories, novels, drama, poetry, essays, and biography; each form is explored for its potential contribution to intellectual growth. The concluding chapter discusses methods of evaluating the attainment of goals in the study of literature. (AA)

**ED 131 492 CS 203 074**

*Buller, Grace, Ed.* *McDonough, Irma, Ed.*  
Creative Literature in Canada Symposium.

Pub Date 74

Note—57p.; Proceedings of a meeting held at Hart House, University of Toronto, March 7-8, 1974

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Annotated Bibliographies, \*Canadian Literature, Childrens Books, Childrens Literature, \*Creative Writing, \*Fiction, Novels, Poetry, \*Twentieth Century Literature

The contents of this booklet were presented at a symposium on Canadian creative literature at the University of Toronto in March 1974. Included are five papers, summaries of two talks (one by Bill Sault on the oral tradition of Canada's native peoples and one by Robert Weaver on discovering and encouraging Canadian writers) and of a panel discussion on the agencies between authors and their public, and an annotated bibliography on creative literature in Canada. The papers and authors are "Canadian Writing Today" by Marian Engel, "Some Opinions on Canadian Poetry" by Al Purdy, "The French-Canadian Novel, 1967-1972-An Overview" by Ben Shek, "Creative Literature for Children in Canada" by Ruth Nichols, and "Making Modern Canadian Children's Books" by Irma McDonough. (JM)

**ED 131 493**

*Barsacq, Leon*

*Calligari's Cabinet and Other Grand Illusions: A History of Film Design.*

Pub Date 76

Note—254p.

Available from—Little, Brown and Company, 34 Beacon Street, Boston, Massachusetts 02106 (\$19.95 cloth)

Document Not Available from EDRS.

Descriptors—\*Art Expression, \*Film Production, \*Films, \*Film Study, Graphic Arts, \*History, \*Production Techniques

Identifiers—\*Film Design

This book illustrates the contribution of set design as a dramatic element and the decisive role it plays in the creation of ambience in a film. The evolution of film sets is traced in relation to film as a developing art form. The first section, which considers film perspective and the evolution of the set, discusses painted sets in the French primitives (1895-1914); constructed sets in Italy (1910-1915) and the United States (1915-1920); the film aesthetic in Sweden and Germany (1917-1922) and in France (1918-1926); natural scenery in Russia (1914-1930); realism in Hollywood, France, Great Britain, and the USSR during the twenties and thirties; and postwar trends in Italy, France, Sweden, and Japan. The second part considers the role and conception of set design and examines research, source material, period films, historical films, musical films, and fantasy. The use of color, creation and construction of the set, and special effects are also discussed. (LL)

**ED 131 494**

*Browne, Ray B., Ed.*

*Abstracts of Popular Culture: A Quarterly Publication of International Popular Phenomena.* Vol. 1:A.

Pub Date 76

Note—201p.

Available from—Bowling Green State University, Bowling Green, Ohio 43403 (Write for price)

Document Not Available from EDRS.

Descriptors—\*Abstracts, \*Annotated Bibliographies, \*Cultural Activities, \*Cultural Background, \*Cultural Images, \*Culture, Higher Education, Periodicals, Sociocultural Patterns

Identifiers—\*Popular Culture

Over 2100 articles concerned with popular culture, drawn from 188 American periodicals and a scattering of foreign publications, are scanned in this volume. Popular culture is defined as any aspect of life which is not academic or creative in the narrowest and most esoteric sense of the words. Thirty- to 150-word abstracts are provided of commentary in regional and national magazines on such topics as film, television, radio, popular literature, music, ethnic and women's studies, humor, leisure and work, and so on. A listing of abstracted periodicals and title and subject indexes are included. (Author/KS)

**ED 131 495**

*Franseky, Roger B.*

*Television as Teacher: The Impacts of Television on the Learning and Development of Children.*

Pub Date 76

Note—33p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 23-27, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Cognitive Development, \*Developmental Stages, Elementary Secondary Education, English Curriculum, Language Arts, Literature Reviews, \*Television, \*Television Research, \*Visual Literacy

Identifiers—Piaget (Jean)

After considering evidence of the importance of television in the lives of children, the background and directions of the visual literacy movement are explored. The effects of television on the child are then considered within a framework based on the work of Piaget, whose studies suggest there must be significant differences in the way television programs are perceived by children at different stages of cognitive development. New uses of television in the classroom and new directions for television research are discussed. (AA)

**ED 131 496**

*Applebee, Arthur N.*

*Skill in the Arts: The Functions and Development of Presentational Symbolism.*

Pub Date Aug 76

**CS 203 075**

Note—31p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (66th, Chicago, November 23-27, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Aesthetic Education, \*Art Expression, Child Development, \*Developmental Stages, Elementary Secondary Education, \*Language Development, \*Language Styles, \*Literature Appreciation, Music, Psychological Studies, Semiotics

Identifiers—Langer (Susanne)

A general model of the uses of symbolic systems is defined in terms of the use of two techniques of symbolization: transactional and presentational. These techniques in turn are shown to relate to underlying modes of experience, which Susanne Langer has discussed as objective and subjective feeling, respectively. The second half of the paper provides a summary of the developmental course of presentational (or artistic) techniques. Developmental changes in skill in literature, music, and the pictorial arts are discussed in terms of the complexity of the experience which can be mastered, the specific techniques and conventions of symbolic systems, and the relationships between the experience in a work and the life-experience of the individual. Parallels are noted between the development of skill in the arts and other areas of psychological development, including the changes that result from the acquisition of formal operational modes of thinking. (Author)

**ED 131 497**

**CS 203 080**

*DeStefano, Johanna S.*

*Women's Language--By & About.*

Pub Date 75

Note—21p.; Paper presented at the Annual Meeting of the Southeastern Conference on Linguistics (13th, Nashville, Tennessee, March 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*American English, Attitudes, \*Females, Language Research, \*Language Styles, \*Language Usage, \*Language Variation, Literature Reviews, Sex Differences, \*Sex Role, Sex Stereotypes

After discussing the relatively recent nature of research on women's language, and the lack of an integrating framework for such research, the studies in this field are reviewed. Specific topics considered include the use of standard or prestige forms, phonology, syntax, lexicon, discourse-level rules and usages, and attitudes toward women's language. Suggestions are made for future research. (AA)

**ED 131 498**

**CS 203 081**

*Smith, Ron*

*But It's Not in the Myth--Some Ideas for Course and Unit Design Using Classical Mythology in the Arts.*

Pub Date 76

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Art, Course Descriptions, \*English Curriculum, Higher Education, \*Literature Appreciation, Music, \*Mythology

The origin and characteristics of an English course on classical mythology in Western art are described as a basis for suggestions about the use of art and music to accompany the study of mythology. Various versions of each myth are explored in the course. (AA)

**ED 131 499**

**CS 203 082**

*Lint, Robert G.*

*The Barrio Endowment to American Literature.*

Pub Date 76

Note—12p.; Paper presented at the Western Regional Conference of the American Dialect Society (San Diego, Spring 1976); Not available in hard copy due to marginal reproducibility of original

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Folk Culture, Literary Analysis, \*Literary Conventions, \*Mexican Americans, \*Poetry

Identifiers—Montoya (Jose)

The emergence in Chicano poetry of the language experiments and folk wisdom of the oral traditions of barrio cuentos, corridos, dichos, and actos reveals that this literature is neither fleeting nor novel. Jose Montoya's "Resonant Valley" exemplifies the Chicano's preservation of ancient wisdom and practice in new formal experiments and contemporary settings. The sentiments of dif-

ferent sets of dichos emerge in the poem as the basis for the conflicting positions that make the poem possible, as well as the means of their resolution. (Author/AA)

**ED 131 500** CS 203 083

*Fishwick, Marshall, Ed.*

**New Journalism.**

Pub Date 75

Note—151p.

Available from—Bowling Green University Popular Press, Bowling Green University, 100 University Hall, Bowling Green, Ohio 43403 (Write for price)

**Document Not Available from EDRS.**

Descriptors—Higher Education, Literary Analysis, \*Literary Styles, \*New Journalism, \*News Media, Writing

Identifiers—\*Popular Culture

This volume contains a selection of articles which examine, critique, and help to define the phenomenon of new journalism. Included are "Popular Culture and the New Journalism" (Marshall Fishwick), "Entrance" (Richard A. Kallan), "How 'New'?" (George A. Hough III), "Journalistic Primitivism" (Everette E. Dennis), "Wherein Lies the Value?" (Michael L. Johnson), "Moon Talk" (Ronald Weber), "Nude Journalism" (John Brady), "Am I a Siamese Twin?" (Arthur Asa Berger), "TV/N.J." (David H. Culbert), "Norman Mailer" (Donald Fishman), "The Freaking New Journalism" (Kent Jacobson), "There Shall Be No Night: Las Vegas" (Elizabeth Landreth), "Gonzo" (James Green), "Tom Wolfe's Snake River Canyon Jump" (Larry Weirather), "We've Been Had by the New Journalism: A Put Down" (Robert J. Van Dellen), "What Professionals Say" (John W. English), "New Journalism and New Sociology Compared" (Robert Sommer), and an editorial, also by Marshall Fishwick. (KS)

**ED 131 501** CS 203 084

*Merrill, Celia*

**Chicano Compositions: Interference, Intralanguage, Integration.**

Pub Date 76

Note—19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (27th, Philadelphia, March 25-27, 1976); Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Composition (Literary), \*English (Second Language), Higher Education, Mexican Americans, Morphology (Languages), \*Nonstandard Dialects, \*Spanish Speaking, Standard Spoken Usage, Syntax

In order to better understand the characteristics of the Chicano dialect of English, 93 freshman composition papers written by 48 Chicano students at Pan American University in Edinburg, Texas, were examined. The primary concern of this examination was to categorize, ultimately to explain, the morphological and syntactical variations from a norm. Two methods were used in this study: contrastive analysis, useful primarily for explaining phonological differences, and error analysis. Preliminary findings of the study show that further research should focus on whether the systematic variations discovered in these written samples are features integrated into the Chicano dialect of English or are idiosyncratic oversights or errors. (JM)

**ED 131 502** CS 203 085

*Blauberg, Maija S. Jarrett, Kenneth H.*

**The Interpretation of Semantic Anomaly in Context.**

Pub Date 76

Note—12p.; Paper presented at the 1976 Interdisciplinary Conference, Louisville, Kentucky

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Cognitive Processes, Language Research, \*Linguistic Theory, \*Metaphors, Psycholinguistics, \*Semantics, \*Sentence Structure

Two pilot studies are presented in the context of a discussion of the interpretation of anomalous sentences. In the first study, it was shown that naive language users differ in their judgments of the interpretability of semantically anomalous sentences; in the second, that they coincide in their ranking of the appropriateness of various contexts for the interpretation of anomalous sentences. It is argued that the concept of anomaly

should be replaced by that of interpretability and that interpretability should be considered a cognitive strategy of searching for meaning. Implications for the psycholinguistic investigation of metaphor are considered. (AA)

**ED 131 503** CS 501 529

*Nyquist, Jody L. Booth, James L.*

**Speech Communication Education: A Broadened Perspective.**

Pub Date 76

Note—16p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 27-30, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Classroom Communication, \*Communication (Thought Transfer), Educational Theories, Elementary Secondary Education, Higher Education, Oral Communication, \*Speech Education, Teacher Education

Identifiers—\*Speech Communication

The traditional educational role of speech communication is too narrow to encompass recent contributions to speech communication and the increasing recognition that communication is central to the teaching/learning process. This paper first redefines speech communication education as the study of the process of speech communication in instructional settings and the development of speech communication competencies in prospective and practicing teachers. The paper then explores two goals of speech communication education (to generate productive theories and to encourage the development of effective speech communication competencies and the improved use of speech communication in instructional settings), identifies specific directions for implementation, and offers suggestions for research possibilities, curricular offerings, and service functions which could be the basis for continued development. (JM)

**ED 131 504** CS 501 547

*Butler, Matilda And Others*

**Professional Concerns of Women in International Communication Association: Results of a Survey.**

Pub Date 76

Note—28p.; Paper presented at the Annual Meeting of the International Communication Association (Portland, Oregon, April 14-17, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Business Communication, \*Communication (Thought Transfer), Higher Education, Professional Recognition, \*Sex Discrimination, Women Professors, \*Womens Education, Women Teachers

Identifiers—ICA, \*International Communication Association

This paper discusses and charts the results of a questionnaire sent in 1976 to the membership of the International Communication Association (ICA), covering the following professional concerns of women in communication: sexism in undergraduate/graduate textbooks; lack of courses dealing with women and communication; inadequate counseling of women to undertake graduate study; need for alternative student arrangements and work arrangements; discrimination against women in hiring, promotions, and salaries; inadequate child-care positions and parental-leave policies; and need for a women's perspective on research and for more research on women and communication. In addition to answering the questionnaire, respondents commented on two aspects of communication education and professions: the process and effects of discrimination and their goals and plans. The responses and comments indicate a need for ICA to adopt a bill of rights for women in communication and to disseminate it to academic, business, and media institutions. (JM)

**ED 131 505** CS 501 548

*Long, Margaret Scott, Phyllis*

**Reading to Children and the Development of Morphological Rule Production.**

Pub Date Dec 76

Note—13p.; Paper presented at the Annual Meeting of the Speech Communication Association (62nd, San Francisco, December 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Education, \*Language Development, Language Research, Morphology (Languages), \*Oral Reading, \*Story Reading, Syntax

The effects of reading to children on the development and production of certain morphological structures are examined in a sample of 20 children, two to seven years old, in matched experimental and control groups. Both groups were pre- and posttested with an adapted form of Berk's nonsense-word test. The experimental group was individually read a storybook adapted for the purposes of the study to include four examples of each of the allomorphs tested and questions designed to elicit past tense and plural forms from the child. The story was read to the child twice, each time by a different reader. Results indicated that the experimental group, in contrast with the control group, made significant changes in overall production of plural and past tense inflections. (Author/AA)

**ED 131 506** CS 501 549

*Waln, Virginia*

**"The Second Sex" as a Classic: A Rhetorical Criticism.**

Pub Date Nov 76

Note—19p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Dialogue, \*Existentialism, Feminism, \*Persuasive Discourse, Philosophy, Rhetoric, \*Rhetorical Criticism

Identifiers—\*de Beauvoir (Simone), \*The Second Sex

The rhetorical technique of Simone de Beauvoir's "The Second Sex" is discussed and analyzed as one source of its impact on the women's movement. De Beauvoir's existentialist philosophy is seen as the most significant factor both in her perception of the world and in the rhetorical style adopted in the book. This includes both a phenomenological approach emphasizing empirical description and a dialogical style which will continue to communicate its message for years to come. (AA)

**ED 131 507** CS 501 550

*Flory, Joyce*

**Anticipatory Democracy and Citizen Involvement: Strategies for Communication Education for the Future.**

Pub Date 76

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Citizen Participation, Citizen Role, Communications, \*Community Action, \*Futures (of Society), Higher Education, Political Power, \*Public Affairs Education, \*Social Action, Teaching Techniques

Identifiers—\*Anticipatory Democracy

This report describes the "anticipatory democracy" movement, which advocates citizen participation and awareness of future problems, and suggests instructional strategies for the field of communication to increase both students' and community members' future-consciousness and involvement in society. Specific topics of concern are the formation of and participation in statewide goals programs, public hearings, training of city and school ombudspeople, surveys and polling, the development of community resource centers, media usage, legislative research, and monitoring of local, state, and federal agencies. Appendixes include a communications-committee report concerning alternatives for growth in Washington state, a list of participatory activities for citizens compiled by Alvin Toffler's Anticipatory Democracy Network, suggestions for a class in community leadership and tips for writing to legislators (both developed by the Citizens Information Service of Illinois), and sources of information about legislation and political representation. (KS)

**ED 131 508** CS 501 551

*Arnett, Ronald C.*

**Systemic Approach to Human Communication: A Synthesis of the Works of Ruesch, Bateson, Watzlawick, and Haley.**

Pub Date 76

Note—24p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Behavior, Behavior Change, \*Communication (Thought Transfer), Communication Problems, \*Human Relations, \*Systems Approach, Theories, Verbal Communication

**Identifiers**—Bateson (Gregory), Haley (Jay), Ruesch (Jürgen), Watzlawick (Paul). The purpose of this article is to bring together the work of Jürgen Ruesch, Gregory Bateson, Paul Watzlawick, and Jay Haley in order to reveal their combined contribution to a systemic understanding of communicative behavior. Emphasis is upon the interactional and circular pattern of human communication, rather than on the linear, or cause/effect, analysis. The theoretical constructs and application of the systemic approach to human communication are developed in this article as a model for initiating change in human behavior. The article provides insight into the systemic nature of normal, daily communication and is of particular benefit to those interested in helper/heeplee or health communication. (Author/JM)

**ED 131 509** CS 501 552

Pickett, Terry A., Sussman, Lyle

**Causal Attributions and Perceived Source Credibility: Theory, Data, and Implications.**

Pub Date 76

Note—24p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Communication (Thought Transfer), \*Credibility, Higher Education, \*Information Theory, \*Locus of Control, \*Persuasive Discourse, Research

A general framework for viewing the relationship between attribution processes and perceived source credibility is proposed. Based upon this framework, an experimental study was conducted examining perceived source credibility as a function of causal attributions in messages. Three independent variables were incorporated into a 2x2x2 factorial design. The first independent variable referred to the nature of the outcome (favorable/unfavorable). The remaining two independent variables referred to the causal attributions used by the source to explain the outcome: locus of control (internal/external) and stability (stable/unstable). Four factors of source credibility served as dependent variables: trustworthiness, expertise, dynamism, and objectivity. Results confirmed the general hypothesis that perceived source credibility is significantly affected by attributions conveyed in messages. A self-aggrandizement principle is proposed as a consistent explanation for the specific results. Exploratory findings are incorporated into the discussion, and suggestions for future research are proposed. (Author)

**ED 131 510** CS 501 553

Long, Margaret Wick

**The Development of Pre-Requisite Abilities for Comprehending and Producing Multidimensional Terms.**

Pub Date 76

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Abstraction Levels, \*Child Language, Cognitive Development, Early Childhood Education, Elementary Secondary Education, \*Language Development, Literature Reviews, \*Semantics, Verbal Development  
Identifiers—Korzybski (Alfred)

The multidimensional use of terms requires the ability to distinguish essential relationships and attributes from incidental ones. Until the child reaches adolescence, his tendency to confuse incidental and affective factors with those crucial to word meaning hinders his use of terms at all levels of abstraction. Korzybski's theory of multidimensionality implies that one must be able both to analyze and synthesize. While theories of cognitive growth differ as to which of these abilities comes first, the young child appears to have difficulty in coordinating these two processes. As a result, meanings are often over- or under-differentiated, preventing the use of lexical items in a variety of contexts and levels of abstraction. Children cannot recognize terms as being multidimensional as long as they do not understand that some meanings are context dependent. Three to seven year olds often fail to take this into account when using pronouns, deictics, or relative adjectives. The age at which children learn that multidimensional terms like "problem," "fact," and "reality" are dependent upon context for their meaning is unknown. (Author/AA)

**ED 131 511** CS 501 554

Kimsey, William D. And Others  
**A Test of the Combined Effects Model.**

Pub Date 76

Note—11p.; Paper presented at the 1976 Annual Meeting of the Central States Speech Association

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elections, Information Theory, \*Mass Media, Models, Persuasive Discourse, \*Political Attitudes, Political Influences, \*Political Socialization, Post Secondary Education, Public Opinion, \*Voting  
Identifiers—Agenda Setting, \*Combined Effects Model

Two waves of telephone interviews with a sample of 141 voters were used in a study of political communication effects during the 1974 congressional election in the Illinois 24th Congressional District. Seven variables specified by the combined-effects model were derived from the interviews and factor analyzed. Two factors were found and interpreted as direct effects and limited effects. The direct-effects factor included items measuring early and late cognitions about the democratic candidate, mass media exposure, and interpersonal discussion. The second factor, limited effects, consisted of early and late attitudes toward the democratic candidate and intention to vote. The first factor was interpreted as consistent with an agenda-setting model of political communications effects, and both factors were interpreted as consistent with a combined-effects model. (AA)

**ED 131 512** CS 501 555

Krivonen, Paul D.

**The Relationship of Intrinsic-Extrinsic Motivation and Communication Climate in Organizations.**

Pub Date Nov 76

Note—26p.; Paper presented at the Annual Meeting of the Western Speech Communication Association (San Francisco, November 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Communication (Thought Transfer), \*Information Theory, \*Motivation, \*Organizational Climate, \*Organizational Communication, Post Secondary Education, Research

After reviewing the literature relevant to motivation and perception of communication climate, a study of 65 supervisory-managerial personnel from two large manufacturing companies is reported. Subjects completed an intrinsic/extrinsic motivation scale and a communication-climate questionnaire. Analysis of results indicated partial support for the overall hypothesis that individuals who are intrinsically motivated would perceive the communication climate as being more ideal than would those who were extrinsically motivated. Data relevant to a series of corollary hypotheses and alternative explanations of the results are also discussed. (AA)

**ED 131 513** CS 501 556

Fishman, Donald, Ed. Picklesimer, Dorman, Ed.  
**Teaching Speech Communication/Drama in Secondary Schools.**

Boston Coll., Chestnut Hill, Mass.; Massachusetts Speech Association.

Pub Date 76

Note—43p.

Journal Cit—Massachusetts Communication Journal; v7 n1 Entire Issue Summer 1976

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Creative Dramatics, \*Drama, \*Dramatics, Educational Alternatives, Educational Resources, Secondary Education, \*Speech, Student Centered Curriculum  
Identifiers—\*Speech Communication

Discussions in this journal focus on the teaching of speech communication and drama in the secondary-level classroom. "Creative Drama in the Secondary Classroom" provides suggestions for incorporating beginning, lyric, and "human" drama into the secondary-level curriculum. "Student-Centered Teaching: A Desire for Alternatives" examines the possibility of implementing educational alternatives and lists several resources to aid teachers in this pursuit. "SCA in Flux: New Emphases for Secondary Instruction" describes teacher education, instructional resources, opportunities for professional identity, and projects with potential impact on public school curricula in the field of speech communication and theater. (KS)

**ED 131 514** CS 501 557

Combs, James E., Mansfield, Michael W.  
**Drama in Life: The Uses of Communication in Society.**

Pub Date 76

Note—44p.

Available from—Hastings House, Publishers, Inc., 10 East 40th Street, New York, New York 10016 (\$18.50 cloth, \$10.50 paper)

**Document Not Available from EDRS.**

Descriptors—Behavior Theories, \*Communication (Thought Transfer), \*Drama, \*Group Relations, Higher Education, \*Interpersonal Relationship, Literature Reviews, Personality Theories, \*Role Playing, \*Social Behavior, Social Exchange Theory

Bringing together 35 of the most notable contributions of authors such as Kenneth Burke, Erving Goffman, and Eric Berne, this book provides an introduction to the dramaturgical perspective of social actions. Selections stem from the conception that many "real-life" actions and events can most adequately be understood in terms of drama. Included are discussions concerned with social theory, social interactions, roles, social psychology, social movements, ritual and ceremony, leadership, mass communications, and journalism research, as well as applied fields such as advertising and political-campaign management. (Author/KS)

**ED 131 515** CS 501 558

Altman, Irwin

**The Environment and Social Behavior: Privacy, Personal Space, Territory, and Crowding.**

Pub Date 75

Note—237p.

Available from—Brooks/Cole Publishing Company, Monterey, California 93940 (\$6.95 cloth)

**Document Not Available from EDRS.**

Descriptors—Behavioral Science Research, Behavior Theories, Environment, \*Environmental Influences, Higher Education, \*Human Relations, \*Interaction Process Analysis, \*Non-verbal Communication, \*Social Behavior, \*Social Relations

This book presents an analysis of the concepts of privacy, crowding, territory, and personal space, with regard to human behavior. Intended as an introduction to the environment-and-behavior field for undergraduate and graduate students, as a preliminary guide to research and theory for researchers, and as a model for integrating environmental and social concepts for practitioners, the book contains the following discussions: a brief description of the four central concepts; an analysis of privacy in terms of meaning, conceptions, mechanisms, and dynamics; an examination of personal space as it relates to meaning, theory, research, and special topics; and an analysis of both crowding and territory, again with a focus on research and theory. (KS)

**ED 131 516** CS 501 559

Carey, John Thomas

**A Micro-Frame Analysis of the On-Camera/On-Mike Paralinguistic Behavior of Three Presidential Candidates.**

Pub Date 76

Note—236p.; Ph.D. Dissertation, University of Pennsylvania

Available from—University Microfilms, P.O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 76-22,665, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—Doctoral Theses, Higher Education, \*Language Patterns, Language Research, \*Mass Media, Media Research, \*Paralinguistics, \*Persuasive Discourse, \*Speaking, Speech Habits  
Identifiers—\*Presidential Candidates

This study examined the paralinguistic behavior of three presidential candidates in on-camera and on-mike speeches made during their campaigns. Using tape recordings, a detailed micronotation was made of candidates' paralinguistic patterns, both while speaking on-camera and on-mike and while speaking under circumstances that were not for a mass audience. Findings suggest that the on-camera/on-mike paralinguistic behavior of presidential candidates may be characterized as a code in which many patterns of speech common in everyday conversation, such as deletion, audible inhalation and exhalation, and contraction, are absent. An examination of the situational

characteristics, or "frame," of the setting demonstrated that speaking behavior which takes place in a controlled studio environment may be manipulated through instructions and directional cues and may be altered in editing. Data support the hypothesis that candidates and their media advisers attempt to regulate and control the information acquired by the audience, to limit the range of meanings that paralinguistic behavior may have, and to minimize possible disruption of the projected image of the situation. (Author/KS)

## EA

**ED 131 517** 95 EA 007 297  
**[ERIC Abstracts:] ERIC Document Resumes on School Vandalism and Violence.** ERIC Abstract Series, Number 36.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-8-080353-3514

Note—23p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia (Stock No. 021-00466, \$2.00, plus \$1.00 handling charge for each order under \$15.00, quantity discounts, orders under \$15.00 must be prepaid)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Annotated Bibliographies, Elementary Secondary Education, \*Literature Reviews, Prevention, \*School Vandalism, \*Security, \*Vandalism, \*Violence

Thirty-five annotations from the ERIC system discuss the problems of vandalism and violence in the schools, touching on causes, prevention, solutions, security methods, and programs and responses advocated and used by various groups. (Author/MLF)

**ED 131 518** 95 EA 007 298  
**ERIC Abstracts: ERIC Document Resumes on Staff Evaluation.** ERIC Abstract Series, Number Thirty-seven.

American Association of School Administrators, Washington, D.C.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date 76

Contract—OEC-0-8-080353-3514

Note—27p.

Available from—American Association of School Administrators, 1801 North Moore Street, Arlington, Virginia 22209 (Stock No. 021-00470, \$2.00 plus \$1.00 handling charge for each order, quantity discounts, orders under \$15.00 must be prepaid)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Elementary Secondary Education, \*Evaluation Criteria, \*Evaluation Methods, \*Personnel Evaluation, \*Teacher Evaluation

The 47 documents in this annotated bibliography consider the problems of measuring staff effectiveness; examine methods, approaches, and evaluation practices; and describe some current programs. The following information is presented for each document: personal or institutional author, title, place of publication, publisher, publication date, number of pages, ERIC document number, price of the document if it is available from the ERIC Document Reproduction Service, and an abstract. A subject index is included. (Author/IRT)

**ED 131 519** EA 008 718  
*Stieber, Gertrude N.*

**Fringe Benefits for School Superintendents, 1975-76. Part I of National Survey of Fringe Benefits for Professional Personnel in Public Schools, 1975-76. ERS Report.**

Educational Research Service, Arlington, Va.

Pub Date 76

Note—115p.; For related documents, see EA 008 719-720 and ED 085 914

Available from—Educational Research Service, 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00; \$25.00 for 3 volume set of Part I, Part II, and Part III)

## Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Fringe Benefits, \*Health Insurance, National Surveys, \*Salaries, \*School Superintendents, \*Tables (Data)

This report contains information on 1,074 school systems that supplied usable data to the Educational Research Service, Inc. national survey of fringe benefits. The system-by-system listing includes data from 541 districts, the remaining 533 preferred to remain anonymous. The first section of the system-by-system listing is concerned mainly with fringe benefits covering payment for transportation, membership dues in professional organizations, physical examinations, and annuities and life insurance. It also includes general information such as the salary of the superintendent, length of time in current position, and length of the current contract. The second section provides data on leaves, health benefits, severance pay, retirement plans, tax-sheltered annuities, tuition reimbursement, and professional liability insurance. All the districts are included in the 22 summary tables that show distributions, means, medians, and ranges of days granted for various types of leave, and distributions of various group insurance provisions as well as summary tabulations of travel and expense account data and similar information. (Author/IRT)

**ED 131 520** EA 008 719  
*Stieber, Gertrude N.*

**Fringe Benefits for School Administrators, 1975-76. Part II of National Survey of Fringe Benefits for Professional Personnel in Public Schools, 1975-76. ERS Report.**

Educational Research Service, Arlington, Va.

Pub Date 76

Note—105p.; For related documents, see EA 008 718-720 and ED 085 914

Available from—Educational Research Service, 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00; \$25.00 for 3 volume set of Part I, Part II, and Part III)

## Document Not Available from EDRS.

Descriptors—\*Administrative Personnel, Elementary Secondary Education, \*Fringe Benefits, \*Health Insurance, Leave of Absence, National Surveys, \*Sabbatical Leaves, \*Tables (Data)

The major part of this report consists of a system-by-system listing of information on the 1,052 responding systems. Information is provided on the benefits the districts give administrators in a number of areas—the number of days of vacation and sick leave, the maximum accumulation granted for each type of leave, the number of emergency or personal leave days, and the number of religious leave days, the maximum amount of time granted for sabbatical leaves, the portion of the employee's salary paid by the school system while the administrator is on sabbatical, and the portion of the premium paid by the school system for various insurances. The list also provides information on retirement provisions, professional liability insurance, severance pay, and professional organization dues. The 17 summary tables show distributions, means, medians, and ranges of days granted for various types of leave; distributions of various group insurance provisions; and summary tabulations on retirement plans available to administrators, severance payment plans, tuition reimbursement, and the like. (Author/IRT)

**ED 131 521** EA 008 720  
*Stieber, Gertrude N.*

**Fringe Benefits for Teachers, 1975-76. Part III of National Survey of Fringe Benefits for Professional Personnel in Public Schools, 1975-76. ERS Report.**

Educational Research Service, Arlington, Va.

Pub Date 76

Note—100p.; For related documents, see EA 008 718-719 and ED 085 914

Available from—Educational Research Service, 1815 North Fort Myer Drive, Arlington, Virginia 22209 (\$10.00; \$25.00 for 3 volume set of Part I, Part II, and Part III)

## Document Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*Fringe Benefits, \*Health Insurance, Leave of Absence, \*National Surveys, \*Sabbatical Leaves, \*Tables (Data), \*Teachers

The major part of this report consists of a system-by-system listing of information on the 1,052 responding systems. Information is given on the benefits the districts provide to teachers in a number of areas—the number of days of vacation

and sick leave, the maximum accumulation granted for each type of leave, the number of emergency or personal leave days, the number of religious leave days, the maximum amount of time granted for sabbatical leaves, the portion of the employee's salary paid by the school system while the teacher is on sabbatical, and the portion of the premium paid by the school system for various insurances. The list also provides information on retirement provisions, professional liability insurance, severance pay, and professional organization dues. The 17 summary tables show distributions, means, medians, and ranges of days granted for various types of leave; distributions of various group insurance provisions; and summary tabulations on retirement plans available to teachers, severance payment plans, tuition reimbursement, and the like. (Author/IRT)

**ED 131 522** 95 EA 008 730  
**Building Renovation and Modernization. Educational Facilities Digest 12.**

Council of Educational Facility Planners, Columbus, Ohio.; Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 76

Contract—OEC-0-8-080353-3514

Note—9p.

Available from—Council of Educational Facility Planners, International, 29 West Woodruff Avenue, Columbus, Ohio 43210 (\$1.50, quantity discounts, payment must accompany orders)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Annotated Bibliographies, Architectural Barriers, Building Conversion, \*Building Improvement, Facility Improvement, Found Spaces, \*Literature Reviews, \*School Improvement, \*School Planning

The importance of basing any school renovation on a thorough examination of the district educational philosophy and needs is stressed throughout the abstracts in this digest. Fourteen annotations from documents and journals in the ERIC system discuss why, when, and how to remodel schools. An additional 18 brief annotations about school renovation are contained in a supplementary bibliography. (MLF)

**ED 131 523** 95 EA 008 751  
**Declining Enrollments. The Best of ERIC, Number 23.**

Oregon Univ., Eugene. ERIC Clearinghouse on Educational Management.

Spons Agency—National Inst. of Education (D-HEW), Washington, D.C.

Pub Date Dec 76

Contract—OEC-0-8-080353-3514

Note—5p.

Available from—ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, Oregon 97403 (free)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Annotated Bibliographies, Collective Negotiation, \*Declining Enrollment, Educational Alternatives, Educational Planning, Enrollment Projections, \*Literature Reviews, \*School Closing, \*School Demography, Shared Facilities, Teacher Employment, Tenure

Eleven annotations from the ERIC system concern school districts' experiences with declining enrollments. Some of the abstracts deal with forecasting models; some with suggestions for expanding educational services to the community; and others with the effects that declining enrollment will have on teacher tenure and negotiation agreements. (MLF)

**ED 131 524** EA 008 780  
**Profiles of State Associations 1975-76.**

National Council of State Education Associations, Washington, D.C.; National Education Association, Washington, D.C.

Pub Date 75

Note—19p.

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Elementary Secondary Education, \*National Surveys, Professional Associations, Statistical Data, \*Tables (Data), \*Teacher Associations

Identifiers—\*National Education Association, NEA

This booklet is a compilation of statistical data relating to professional education associations in

the 50 states, the District of Columbia, and Puerto Rico, as well as the Overseas Education Association. The various tables are intended to provide a concise overview of the goals, programs, policies, and practices of state education associations. Statistical data are classified under eight major headings, including association membership and dues, association structure, headquarters organization and staff relationships, staff fringe benefits, association travel provisions, association publications, locals and other affiliates, association programs, and association committees and commissions. (Author/JG)

**ED 131 525** 95 EA 008 783  
**The Great Debate. Terry Herndon vs. Albert Shanker. Options in Education Program No. 43.** George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 6 Sep 76

Note—22p.; Transcript for program scheduled for broadcast September 6, 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Collective Bargaining, Elementary Secondary Education, Political Influences, \*Teacher Associations, Teacher Employment, \*Teacher Militancy, Teacher Strikes, \*Unions

Identifiers—AFT, \*American Federation of Teachers, \*National Education Association, NEA, Options in Education

This publication is the complete transcript of a weekly radio program devoted to contemporary issues in American education. This particular program consisted of an informal debate on various educational issues between Terry Herndon, executive director of the National Education Association (NEA), and Albert Shanker, president of the American Federation of Teachers (AFT). The debate focuses primarily on the general topic of collective bargaining in education, and more specifically on the role of unions in education and on the differences and competition between the NEA and the AFT. (JG)

**ED 131 526** 95 EA 008 784  
**Violence & Vandalism in the Schools. Research & Experience. Options in Education.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 22 Mar 76

Note—21p.; Transcript for program scheduled for broadcast the week of March 22, 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Crime, Educational Environment, \*Educational Trends, Elementary Secondary Education, School Safety, \*School Vandalism, Student Behavior, \*Student School Relationship, \*Violence

Identifiers—Options in Education

This publication is the complete transcript of a weekly radio program devoted to contemporary issues in American education. This particular program focuses on the topic of violence and vandalism in schools. In separate segments of the program, Willard McGuire, vice-president of the National Education Association, comments on the seriousness of violence and vandalism in schools throughout the nation, students and teachers from Cardozo High School in Washington, D.C. discuss their experience with school violence and vandalism, and participants in a national conference on school violence and vandalism present a variety of perspectives on the problem. Included in this final segment are remarks by the following individuals: Cornelius Golightly, president of the Detroit Board of Education; Robert Scanlon, spokesman for Research for Better Schools, Inc.; Richard Rossmiller, from the University of Wisconsin; William Lucas, assistant superintendent of the Los Angeles Unified School District; Carol Kimmel, president of the National Congress of Parents and Teachers; and James Q. Wilson, from Harvard University. (JG)

**ED 131 527** 95 EA 008 785  
**Homosexuality Goes to School . . . Options in Education.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 19 Apr 76

Note—21p.; Transcript for program scheduled for broadcast the week of April 19, 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Constitutional Law, Elementary Secondary Education, \*Homosexuality, School Law, \*Student Teacher Relationship, \*Teacher Behavior, \*Teacher Dismissal, \*Teacher Employment, Teacher Influence

Identifiers—Options in Education

This publication is the complete transcript of a weekly radio program devoted to contemporary issues in American education. This particular program focuses on the topic of homosexual teachers. Throughout the program, a number of educators and authorities on homosexuality present their views on various legal, political, moral, and educational issues involving gay teachers. Included are remarks by a number of anonymous gay teachers, as well as by the following individuals: Dr. Herbert Hendin, author of "The Age of Sensation"; Lyn Rosen, a gay teacher; Joel Gewirtz, staff counsel for the National Education Association; Tom Amiano, of the Gay Teachers' Union; Dr. Frank Kameny, gay rights activist; and Rev. Randall Gibson, codirector of a gay coffee house. (JG)

**ED 131 528** 95 EA 008 837  
*Coon, E. Dean And Others*

**School Finance in Alaska. Report No. 1: An Overview of Current Issues, Sources and Distribution of Funds for Public Elementary and Secondary Education.**

Alaska State Dept. of Education, Juneau.; Alaska Univ., Fairbanks. Center for Northern Educational Research.; Bureau of Indian Affairs (Dept. of Interior), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Spons Agency—Alaska State Legislature, Juneau.; Ford Foundation, New York, N.Y.

Pub Date Sep 76

Note—76p.; One in a series of Reports from the Alaska School Finance Study; Appendix C may reproduce poorly due to small print

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Bibliographies, \*Educational Finance, Elementary Secondary Education, Finance Reform, \*Foundation Programs, Graphs, \*Program Descriptions, State Aid, State Legislation, \*Statistical Data, Student Enrollment, \*Tables (Data)

Identifiers—\*Alaska

This publication is the first of a series of reports on the Alaska School Finance Study. This published report essentially covers the informational phase of the study, describing in detail the principles, basic data on current funding, and trends that comprise the current situation in educational finance nationally and in Alaska. Separate chapters focus in turn on the organization of the school system, school finance reform issues and implications for Alaska, methods of financing Alaska schools, and an analysis of financial information on Alaska schools. The appendix presents data on the enrollment and grade levels of Alaska school districts, describes in detail Alaska's current public school foundation program, presents the text of Alaska's public school foundation statute, and presents data on unit allotments for Alaska school districts and Regional Education Attendance Areas. A bibliography of relevant publications is also included. (Author/JG)

**ED 131 529** 95 EA 008 843  
*Cardenas, Jose A. And Others*

**Bilingual Education Cost Analysis.**

Intercultural Development Research Association, San Antonio, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Grant—G00-75-06959

Note—65p.; For a related document, see ED 123

736

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Bilingual Education, Cost Indexes, \*Educational Finance, Elementary Education, Models, \*Program Costs, \*Research Methodology, \*Student Costs, Unit Costs Identifiers—\*Texas

This publication discusses a cost analysis study of bilingual education in Texas that sought to determine the per-pupil costs of a minimally adequate program that would correspond to the regular monolingual program funded under the state's foundation finance program. The study identified the essential costs of a model bilingual education program as defined by a panel of experts and then calculated weighted-pupil factors for different grade levels of elementary bilingual education. Although the study focused specifically on the state of Texas, the methodology used can be readily adapted to develop cost factors for other states. Findings of the study indicate that cost weights for the first year of a bilingual program are 1.31 for grade K, 1.42 for grades 1-3, and 1.36 for grades 4-5; for subsequent years of a bilingual program the cost weights are 1.25 for grade K, 1.35 for grades 1-3, and 1.30 for grades 4-5. (JG)

**ED 131 530**

EA 008 845

*Wilson, Robert E.*

**School Board Policies: What Are They? How to Write Them.**

Ohio School Boards Association, Columbus.

Pub Date 76

Note—47p.

Available from—Ohio School Boards Association, 700 Brookside Boulevard, Westerville, Ohio 43081 (\$3.00, quantity discounts)

**Document Not Available from EDRS.**

Descriptors—\*Board of Education Policy, \*Boards of Education, Elementary Secondary Education, \*Guidelines, \*Policy Formation, Questionnaires

Policy-making is the most identifiable area of responsibility for a board of education. To discharge this responsibility effectively and to ensure a worthwhile educational program for the students of the district, each board member and administrator must have a clear understanding of what policies are and how to write them. This booklet provides a concise explanation of the board's role in policy-making along with specific guidelines on how to fulfill that role. Appendices contain sample policies and a questionnaire for inventorying board of education beliefs about education and educational management. (Author/IRT)

**ED 131 531**

EA 008 846

**Concerning Statutory Protection for Principals. Part I—Position and Status.**

National Association of Secondary School Principals, Reston, Va.

Pub Date Nov 76

Note—7p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Administrator Role, Educational Legislation, \*Principals, Secondary Education, \*State Legislation, Tenure

At present, 24 states and the District of Columbia have school codes that appear to provide at least the basic essentials of legal identity for the principalship. Although only eight states have school codes that specifically define the principal's role and identity and that resulted from separate legislation, the other jurisdictions have codes with extensive references to the authority and responsibility of the secondary school principal. Five states have school codes that mention the principal very often with regard to specific duties and responsibilities, but fall short of clearly providing him with a separate legal identity. Twelve states have codes wherein the principal is occasionally mentioned with regard to specific duties and responsibilities. Nine states have codes that cover the principal under the general term "teacher," with little or, virtually, no reference to the principalship as a separate entity. Legislation on the status of the principal is particularly important in the areas of collective bargaining representation and job protection. (Author/IRT)

## 54 Document Resumes

- ED 131 532** EA 008 848  
*Johnson, Donald W.*  
**Developing and Implementing an Effective Student and Teacher Assignment Schedule.**  
 Pub Date 5 Jul 76  
 Note—73p.; Practicum Report submitted in partial fulfillment of requirements for Doctor of Education Degree, Nova University; Not available in hard copy due to marginal legibility of original document; Best copy available  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**
- Descriptors—** Academic Achievement, Evaluation, \*Middle Schools, Program Descriptions, Questionnaires, \*Scheduling, \*School Schedules, Secondary Education, Students, Teachers
- Identifiers—**Sausalito Unified School District
- The purpose of this practicum was to develop and implement a new middle school teacher assignment and pupil class schedule. The need for the new schedule was identified by both parents and staff during a series of meetings designed to identify major problems facing the district. The schedule that was developed, with extensive input from the total school community, was approved by the Sausalito School District Board of Trustees for implementation during the 1975-76 school year. A positive evaluation of the model has resulted in its adoption, with minor changes, for the 1976-77 school year. (Author)
- ED 131 533** EA 008 849  
*Zavarella, Joseph*  
**Management and Coordination of a Residential Outdoor Education Program. (A New Model for the Role of Elementary Principals.)**  
 Pub Date 15 Feb 76  
 Note—61p.; Maxi II Practicum Report submitted in partial fulfillment of requirements for Doctor of Education Degree, Nova University  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**
- Descriptors—**\*Administrative Organization, \*Administrator Role, Articulation (Program), Curriculum, Educational Finance, Elementary Education, \*Models, \*Outdoor Education, \*Principals, Program Descriptions, Questionnaires, School Systems
- The residential outdoor education project described in this report serves as the vehicle for advancement of a new concept in the administrative organization of a school district. It is proposed that the elementary administrator's role be expanded to a districtwide orientation in the area of curriculum management and coordination. That is, each principal assumes a specific curricular responsibility and coordinates efforts on a districtwide basis. (Author)
- ED 131 534** EA 008 850  
*Houston, C. Ottis*  
**Improving Public Relations of Federally Funded Programs.**  
 Pub Date Apr 75  
 Note—77p.; A Maxi II Practicum submitted in partial fulfillment of requirements for Doctor of Education Degree, Nova University  
**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**
- Descriptors—**Elementary Secondary Education, \*Federal Aid, \*Federal Programs, Information Dissemination, \*Needs Assessment, \*Public Relations, Questionnaires, \*Surveys, Tables (Data)
- Identifiers—**Elementary Secondary Education Act Title I, Elementary Secondary Education Act Title II, Elementary Secondary Education Act Title III, ESEA Title I, ESEA Title II, ESEA Title III, Impact Aid
- The purpose of this practicum was to assess the needs of the public concerning the need for information about federal programs and to develop a brochure that would supply this needed information. The needs assessment was conducted in three Florida school districts. The needs identified in the assessment were used to develop a brochure. A survey suggests that the brochure may be useful in other school districts to increase the substantive knowledge of the public concerning the federal programs. (Author)
- ED 131 535** 88 EA 008 852  
*Gunter, Evelyn, Comp.*  
**Promising Practices in Oregon Education.**  
 Oregon State Dept. of Education, Salem.  
**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Pub Date 74
- Note—**112p.  
**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**
- Descriptors—**\*Demonstration Programs, Educational Innovation, Educational Objectives, Elementary Secondary Education, \*Instructional Programs, \*Management Systems, Needs Assessment, Post Secondary Education, \*Program Descriptions, Program Evaluation, \*Program Planning
- Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III, \*Oregon
- This publication is basically a catalog that presents summary descriptions of approximately 50 innovative instructional and management practices developed by school districts and other educational organizations in the state of Oregon. Most of the programs listed were developed using federal funds, though several were financed entirely by the state or by local school districts. The booklet is organized on the basis of logical decision-making and problem-solving procedures; each section lists programs related to a different phase of the goal-directed planning sequence. Section 1 summarizes innovative programs and practices related to setting educational goals; section 2 focuses on needs assessment programs; section 3 deals with program planning approaches; section 4 describes programs that used the diagnosis and prescription approach to meet unique student needs; and section 5 summarizes an innovative program evaluation approach. (JG)
- ED 131 536** 88 EA 008 853  
*Fairbanks, Dwight W.*  
**Manual for Developing a Systems Approach to Individualized Instruction. Part I, A Guide for Conducting Workshops in Teaching Reading.**  
 Josephine County Unit School District, Oreg.; Oregon State Dept. of Education, Salem.  
**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Pub Date 76  
 Note—34p.; An Adopter's Guide Referenced in "Promising Practices in Oregon Education", 1976; For a related document, see EA 008 854  
 Available from—Josephine County Schools, Mr. Chuck Barker, P.O. Box 971, Grants Pass, Oregon 97526  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**
- Descriptors—**\*Administrator Guides, Elementary Education, \*Elementary School Teachers, Individualized Instruction, \*Individualized Programs, Inservice Teacher Education, \*Reading Programs, \*Teacher Workshops
- Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III, \*Systems Approach to Individualized Instruction
- This booklet is Part I of a two-part manual for teaching reading through the Systems Approach to Individualized Instruction (SAII) program developed at Manzanita Elementary School in Josephine County, Oregon. Part I is a guide for use by teacher trainers in conducting workshops on SAII methods and materials for elementary teachers. Because Part I does not describe the SAII program in detail, teacher trainers and their students will need to refer continually to Part II throughout the course of the workshop. Part I is organized in two sections. Section 1 focuses on planning and organizing the workshop, and section 2 suggests topics to be covered in the workshop and discusses the presentation of each topic. (Author/JG)
- ED 131 537** 88 EA 008 854  
*Svirarovich, John*  
**Manual for Developing a Systems Approach to Individualized Instruction. Part II, Reading Handbook.**  
 Josephine County Unit School District, Oreg.; Oregon State Dept. of Education, Salem.  
**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.  
 Pub Date 74  
 Note—164p.; An Adopter's Guide referenced in "Promising Practices in Oregon Education", 1974; For a related document, see EA 008 853  
 Available from—Josephine County Schools, Mr. Chuck Barker, P.O. Box 971, Grants Pass, Oregon 97526  
**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**
- Descriptors—**Elementary Education, Individualized Instruction, \*Individualized Programs, Instructional Materials, \*Program Descriptions, \*Program Guides, \*Reading Programs, Records (Forms)
- Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III, \*Systems Approach to Individualized Instruction
- This booklet is Part II of a two-part manual for teaching reading through the Systems Approach to Individualized Instruction (SAII) program developed at Manzanita Elementary School in Josephine County, Oregon. Part II describes the SAII program in detail and is intended for use by elementary teachers as a day-to-day reference for teaching reading by the SAII method. The SAII program uses basically the same approach for grades 1 through 6, although the routine is usually more challenging for first graders to master. Chapters 1 through 5 present an overview and outline of the basic SAII system, and chapter 6 focuses on the unique requirements of the first-grade program. The appendix contains a hierarchy of reading skill activities, sample instructional materials and tests, sample planning and record-keeping forms, and an instructional flow chart. (Author/JG)
- ED 131 538** 80 EA 008 855  
*Holowenzak, Stephen P., Stagmer, Robert A.*  
**The Cost of Being Accountable: An Objective-Referenced Program Cost Model for Educational Management—A Maryland Perspective.**  
 Colorado State Dept. of Education, Denver. Cooperative Accountability Project.; Maryland State Dept. of Education, Baltimore.  
**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.  
 Report No.—CAP-BULL-7020  
 Pub Date 76  
 Note—127p.; For related documents, see ED 102 722 and ED 123 809; An occasional page may not reproduce clearly due to small print  
**Available from—**Single copies for Colorado requesters may be obtained from Cooperative Accountability Project, Arthur R. Olson, Director, Colorado Department of Education, 1362 Lincoln Street, Denver, Colorado 80203; All other requests should be referred to State Educational Accountability Repository (SEAR), Miss Phyllis Hawthorne, Research Analyst, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702  
**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**
- Descriptors—**Educational Accountability, Educational Administration, Elementary Secondary Education, Guidelines, Management by Objectives, Management Systems, \*Models, \*Program Costs, \*Program Descriptions, Program Development
- Identifiers—**Elementary Secondary Education Act Title V, ESEA Title V, \*Maryland
- This publication describes in detail an objective-referenced program cost model for educational management that was developed by the Maryland State Department of Education. Primary purpose of the publication is to aid educational decision-makers in developing and refining their own method of cost-pricing educational programs for use in state and local accountability efforts. Individual chapters focus in turn on the educational and political context surrounding the development of Maryland's model, the use of a blueprint of Maryland's objective-referenced cost model, adaptation of the Maryland model at the state level, adaptation of the Maryland model at the local level, and adaptation of the Maryland model at the school building level. (JG)
- ED 131 539** EA 008 858  
*Reynolds, John S.*  
**Solar Energy for Pacific Northwest Buildings.**  
 Oregon Univ., Eugene. School of Architecture and Allied Arts.  
**Spons Agency—**Oregon Univ., Eugene. Office of Scientific and Scholarly Research.  
 Pub Date 74  
 Note—95p.; Photographs and some charts may not reproduce clearly  
**Available from—**Center for Environmental Research, School of Architecture and Allied Arts, University of Oregon, Eugene, Oregon 97403 (\$3.50, quantity discounts)  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**
- Descriptors—**\*Architectural Research, Bibliographies, \*Climatic Factors, Daylight, Energy, \*Energy Conservation, Equipment Standards, Facility Case Studies, Facility Guidelines, Heating, Meteorology, \*Solar Radiation, Tables (Data), Temperature, Thermal Environment

**Identifiers—Oregon (Eugene), \*United States (Northwest), University of Oregon**

Data presented in this report indicate that solar space and water heating are possible in the Pacific Northwest. The first section of the report contains solar records from several stations in the region illustrating space heating needs that could be met, on an average daily basis, by solar energy. The data are summarized, and some preliminary planning hints are offered including analyzing a site for solar collector suitability, and a procedure for sizing a collector and storage tank. The second section discusses two of the earliest solar collector houses in the area and compares them with three well-known solar houses elsewhere. A selected bibliography on solar energy in architecture is included. The concluding section contains photographs and descriptions of local design solutions that exclude summer sun but welcome winter light, including the effects of trees and vines. Climatological charts, based on eight years of data from the weather bureau at the Eugene airport, are included for the purpose of exploring low-energy building design in general. (MLF)

**ED 131 540 EA 008 859**

*Fulford, Katherine*

**1976 Legislative Interim Studies Related to Education. A Survey of the States. Report No. 92.**  
Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Report No.—ECS-R-92

Pub Date 76

Note—58p.

Available from—ECS Publications Secretary, 1860 Lincoln Street, Suite 300, Denver, Colorado 80295 (\$2.00 plus \$1.50 postage and handling charges)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Catalogs, \*Educational Research, Elementary Secondary Education, \*National Surveys, Post Secondary Education, \*Program Descriptions, \*Research Projects, Research Reviews (Publications), State Agencies, State Programs

This publication contains a compilation of summaries of 1976 state-mandated studies conducted in areas related to education. The individual summaries are categorized according to the subject areas of accountability, alcohol, code revision, collective bargaining, curriculum, early childhood education, energy, ethics, exceptional children, governance, liability insurance, miscellaneous educational issues, personnel, postsecondary education, school districts, school finance, student activities, student control, and teachers and administrators. Since a number of studies involve more than one topic, a detailed topical and geographic index is included. Each individual study summary includes the name, address, and telephone number of an appropriate contact person or organization. Also included is a listing of legislative service agencies for each of the 50 states. (Author/JG)

**ED 131 541 EA 008 860**

*Hayes, Denise Kale Ross, Doris M.*

**1975 State Education Legislation. A Survey of the States. Research Brief, Vol. 4.**

Education Commission of the States, Denver, Colo. Dept. of Research and Information Services.

Pub Date Oct 76

Note—201p.; Not available in hard copy due to small print size; For a related document, see ED 104 012

Available from—Education Commission of the States, 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80295 (\$3.50 plus \$1.50 postage and handling)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Educational Legislation, Elementary Secondary Education, \*Indexes (Locators), \*National Surveys, Post Secondary Education, \*State Legislation

This publication is a state-by-state compilation of state educational legislation enacted in 1976. Brief summaries of each new law are listed by individual states. In addition, all entries are cross-referenced and indexed by subject. Most of the legislation listed deals with elementary secondary education or is too broad to be identified by level; entries related to the postsecondary level are identified in the index. Only legislation actually enacted during 1976 is included; bills that

were not passed for various reasons have been omitted. (Author/JG)

**ED 131 542 EA 008 861**

**Report on the Pennsylvania Intermediate Unit System.**

Pennsylvania Legislative Budget and Finance Committee, Harrisburg.  
Pub Date May 76

Note—241p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—Educational Finance, Educational Legislation, Elementary Secondary Education, Interagency Cooperation, \*Intermediate Administrative Units, \*Program Costs, \*Program Descriptions, State Legislation, State School District Relationship, \*State Surveys, \*Tables (Data)

Identifiers—\*Pennsylvania

This publication presents a lengthy study of the intermediate educational unit system in the state of Pennsylvania. Purpose of the study was to describe in a comprehensive manner the programmatic, operational, and fiscal aspects of intermediate units, to examine the significant interactions between intermediate units and other agencies (particularly the Pennsylvania State Department of Education and local school districts), and to recommend possible changes in the intermediate unit system. Data for the study were gathered mainly through a review of relevant state legislation, regulations, and court decisions, through personal interviews with numerous officials from the state department of education, and through lengthy questionnaire packages completed by individual intermediate units, school district superintendents, and school board presidents. (JG)

**ED 131 543 EA 008 862**

*Trohoski, Carolyn*

**A Principal's Primer on Federal Funding. A Ready Reference Document to Aid Administrators in Locating Federal Aid Information for Instructional and Support Programs Within Their Local Districts.**

Research and Information Services for Education, King of Prussia, Pa.  
Pub Date May 76

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Annotated Bibliographies, \*Educational Legislation, \*Elementary Secondary Education, \*Federal Aid, Federal Legislation, \*Federal Programs, Lunch Programs, Post Secondary Education, \*Reference Materials, Vocational Education

Identifiers—\*Education Amendments 1974, National School Lunch Program, Vocational Education Act

This publication presents updated summary information on the major federal educational aid programs in effect during fiscal year 1976. The author briefly summarizes the basic eligibility requirements for grants under the provisions of the Education Amendments of 1974 (Titles I, III, IV, VI, and VII), the Vocational Education Act, and the National School Lunch Program. In addition, the appendix contains a brief annotated bibliography of published sources for more detailed information on federal aid programs and lists various resource people in the U.S. Office of Education and the Pennsylvania State Department of Education. (JG)

**ED 131 544 EA 008 863**

*Peters, R. Martin, Ed.*

**Readings in School-Community Relations.**

Tennessee School Boards Association, Nashville.  
Pub Date Jul 76

Note—174p.

Available from—Tennessee School Boards Association, 323 McMinn Street, Suite "K", Nashville, Tennessee 37203 (\$3.25, quantity discounts)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Administrator Role, Board of Education Role, Elementary Secondary Education, \*Guidelines, Parent School Relationship, \*Program Descriptions, \*Public Relations, \*School Community Programs, \*School Community Relationship, Teacher Role

Identifiers—Tennessee

This book consists of 33 short articles dealing with the broad topic of school-community relations. It is aimed primarily at readers who are engaged in or preparing for leadership positions in

school administration. Because many of the articles are specifically relevant to the state of Tennessee, the book's value will be somewhat limited for readers in other states. (JG)

**ED 131 545 EA 008 864**

*Lede, Naomi W.*

**Public Involvement: A Guide to Action.**  
Texas Southern Univ., Houston. Urban Resources Center.

Spons Agency—Federal Highway Administration (DOT), Washington, D.C.; Texas State Dept. of Highways and Public Transportation, Austin.  
Report No.—RR-217-1F  
Pub Date Aug 75

Note—113p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Administrator Guides, \*Citizen Participation, \*Community Agencies (Public), \*Community Involvement, \*Models, Public Officials, Public Relations

This guide presents a flexible model for public involvement that was developed by bringing together a variety of materials and findings previously developed on public participation techniques. Many of the model's components are based on findings of a lengthier related study entitled, "Social, Environmental, and Attitudinal Factors Associated with Highway Planning." Although the guide and model were originally developed for use by highway planners, they will also be useful for public officials in many other fields, including education. (Author/JG)

**ED 131 546 EA 008 865**

*Aguirre, Edward*

**Creating Partnerships That Work.**

Pub Date [76]

Note—10p.; Prepared for the Chief State School Officers Executive Luncheon (Salt Lake City, Utah, November 17, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Educational Legislation, \*Educational Policy, Elementary Secondary Education, Federal Government, Federal Legislation, Federal Programs, \*Federal State Relationship, \*Policy Formation, Post Secondary Education, School Community Cooperation

In this speech, the newly appointed U.S. Commissioner of Education stresses the need for new partnerships between the educational community and its various constituencies and for more effective cooperation on educational matters between the federal government and state and local governments. In particular, he briefly discusses some of the Office of Education's plans for increasing state and local influence on new federal regulations and programs in order to increase the value and lessen the burden of federal educational programs. (JG)

**ED 131 547 95 EA 008 866**

*Cicourel, Aaron V.*

**Organizational Processes in Education: Field Research on Interactions Within Educational Organizations. A Report.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date Apr 75

Note—37p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Educational Research, \*Field Studies, \*Group Dynamics, Interaction Process Analysis, \*Organizations (Groups), Research Methodology, Research Needs, Social Relations

This publication attempts to summarize and paraphrase the views expressed by participants in a conference on organizational processes in education. Purpose of the conference was to recommend areas of basic field research in education that emphasize both traditional ethnographic procedures and the use and development of more controlled methods for the analysis of social interaction in educational settings. The author stresses the value of field methods for pinpointing organizational processes and personal interactions that cannot be effectively analyzed through large-scale statistical studies. (Author/JG)

**ED 131 548 95 EA 008 867**

*Crecine, John P.*

**Report of the Study Group on Organizational Change and Adaptation to the National Institute of Education.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

**Pub Date** Aug 74

Note—98p.

**EDRS Price** MF-\$0.83 HC-\$4.67 Plus Postage.  
**Descriptors**—Educational Policy, \*Educational Research, \*Interaction Process Analysis, \*Organizational Change, \*Organizational Theories, Organizations (Groups), Research Design, \*Research Methodology

This report discusses the importance of research on the ways in which educational institutions develop and adapt to their environments and examines three different approaches for conducting such research. Most of the report is organized into three major sections, each of which focuses on a different method of organizing and structuring research on the adaptiveness of educational systems. The first section discusses using theories of organization and innovation in social systems as the basis for organizing research. The second section examines the approach of focusing on a set of processes that seem fundamental to the understanding of a particular educational system. The third section discusses the approach of exploring specific educational policies and their implications. (Author/JG)

**ED 131 549** 95 EA 008 868

*Mohr, Lawrence B. And Others*

**Administrative Structure, Effectiveness, and Efficiency. A Prospectus for Research in Organizational Aspects of Education.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

**Pub Date** [76]

Note—89p.

**EDRS Price** MF-\$0.83 HC-\$4.67 Plus Postage.

**Descriptors**—\*Administrative Organization, Decentralization, Decision Making, \*Educational Research, Elementary Secondary Education, Leadership Styles, Objectives, \*Organizational Effectiveness, \*Organizational Theories, Organizations (Groups), Post Secondary Education, Research Methodology

The underlying hypothesis of this paper is that the efficiency and effectiveness of educational organizations are affected by their structure. Primary emphasis of the paper is on investigating the link between organizational structure and organizational outputs in an effort to understand why different educational organizations are structured differently with respect to goals, decision-making, and so forth. Because the paper is intended to stimulate future research by organizational theorists, it is organized into seven sections that correspond to topical subareas within organizational theory. These sections focus in turn on the following topics: organizational goals; participation in decisions, decentralization and community control; administrative intensity; environment, structure, and strategies of control; interorganizational analysis; and methodologies of administrative experiments. (JG)

**ED 131 550** 95 EA 008 869

*Gill, William B., Luke, Ann W.*

**Facilities Handbook for Career Education. NIE Papers in Education and Work: Number Two.**

National Inst. of Education (DHEW), Washington, D.C.

**Pub Date** Oct 76

Contract—NIE-C-74-0143

Note—234p.; Photos will not reproduce clearly

**EDRS Price** MF-\$0.83 HC-\$12.71 Plus Postage.

**Descriptors**—Annotated Bibliographies,

\*Architectural Programming, Building Conversion, Career Awareness, \*Career Education, Career Exploration, Educational Specifications, Elementary Secondary Education, \*Facility Case Studies, Facility Guidelines, Facility Improvement, \*Facility Requirements, Found Spaces, Program Planning, Relocatable Facilities, \*Resource Guides, School Community Relationship, Space Utilization

A variety of career education programs that use facilities in an innovative way are reported in this study of 21 programs. Through descriptions, photographs, and drawings, these programs are used to illustrate how educators can use facilities and equipment to support career education programs in classrooms from kindergarten through twelfth grade. The first three chapters discuss career education concepts and goals and show how these relate to the uses that may be made of facilities; discuss program planning issues that need to be considered in selecting, adapting, or developing facilities to support different types of programs; and describe the development of facilities to support the programs. Chapter 4 describes

specific features of the 21 sample programs with emphasis on facilities. The descriptions include the issues and considerations that were found significant in each of the programs. Photographs and floor plans are included, as well as names and addresses of program administrators. The concluding chapter contains information sources, an annotated bibliography, and an index. (Author/MLF)

**ED 131 551** 95 EA 008 870

**Decision Making in Educational Organizations.**  
 National Inst. of Education (DHEW), Washington, D.C.

**Pub Date** May 75

Note—28p.; Report of a Conference on Organizational Processes in Education: Decision-Making in Educational Organizations (Cambridge, Massachusetts, May 8-10, 1975)

**EDRS Price** MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—\*Decision Making, \*Educational Research, Group Dynamics, \*Literature Reviews, Organizational Effectiveness, \*Organizations (Groups), \*Research Needs

This publication attempts to summarize and paraphrase the views expressed by participants in a conference on decision-making in educational organizations. In particular, the report reviews research literature on decision-making under conditions of goal ambiguity and suggests directions and priorities for future research. The discussion is organized into three main sections that focus in turn on behavioral research on organizational decision-making, normative research on organizational decision-making, and suggested research priorities. (JG)

**ED 131 552** EA 008 871

*Gray, Robert Baker, Steven*

**Survey of Solar Buildings.**

Oregon Univ., Eugene. School of Architecture and Allied Arts.

**Pub Date** 76

Note—170p.

Available from—Center for Environmental Research, School of Architecture and Allied Arts, University of Oregon, Eugene, Oregon 97403 (\$5.00, quantity discounts)

**EDRS Price** MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors**—Architectural Research, Building Design, Climatic Factors, Comparative Analysis, \*Energy Conservation, \*Facility Case Studies, Facility Guidelines, Heating, \*Performance Specifications, \*Solar Radiation, Surveys, Thermal Environment

**Identifiers**—University of Oregon

This survey brings together information concerning the growing number of buildings utilizing solar energy and is designed to facilitate the comparison of specific characteristics of the buildings. The 66 U.S. entries are divided into five regions, arranged by state, and roughly by date within each state. Seven entries are from other countries. A separate entry for each building lists in a standard form detailed information, followed by additional comments, a bibliography, and a drawing of the building. Information listed includes building location; climatological factors; characteristics of the building, collector, and storage tank; auxiliary energy sources; heat collection and distribution methods; hot water supply; automatic controls; cooling; and performance specifications. (MLF)

**ED 131 553** EA 008 872

*Kuykendall, Crystal*

**Developing Leadership for Parent/Citizen Groups.**

National Committee for Citizens in Education, Columbia, Md.

**Pub Date** 76

Note—63p.; A Parent's Network Publication; For a related document see ED 122 394

Available from—National Committee for Citizens in Education, Suite 410, Wilde Lake Village Green, Columbia, Maryland 21044 (\$1.75, quantity discounts)

**EDRS Price** MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors**—\*Citizen Participation, Elementary Secondary Education, \*Group Dynamics, \*Leadership, \*Leadership Qualities, \*Leadership Styles, Leadership Training, Motivation, \*Parent Associations, Parent Participation, Questionnaires

This handbook is written to give groups of parents and citizens the insight and basic tools they need to develop their leadership potential.

The four chapters focus on leadership styles, strategies of a leader, group functions, and motivation. Because the development of leadership is so closely related to organizing for action, this handbook should be used as a companion to "Parents Organizing to Improve Schools." (Author/IRT)

**ED 131 554**

EA 008 874

*Fleming, Virginia*

**The Cost of Neglect, the Value of Equity. A Guidebook for School Finance Reform in the South.**

Southern Regional Council, Atlanta, Ga.

**Pub Date** Jan 74

Note—51p.

Available from—Southern Regional Council, Inc., 52 Fairlie Street N.W., Atlanta, Georgia 30303 (\$1.25, quantity discounts)

**EDRS Price** MF-\$0.83 HC-\$3.50 Plus Postage.

**Descriptors**—\*Educational Finance, Elementary Secondary Education, Equalization Aid, \*Finance Reform, \*Program Descriptions, Resource Allocations, \*State Aid, \*State Legislation, State Programs, Tables (Data), Tax Effort

This booklet examines the problems involved in financing public education in the United States, discusses the inequities of present finance systems, describes possible changes, and suggests alternatives for constructive solutions. The author first describes present school finance systems, with special emphasis on the southern states. She then points out the inequities of present finance systems and discusses recent court cases involving school finance equity. Several alternative designs for more equitable school finance systems are described, and guidelines to follow in choosing among those alternative designs are suggested. Finally, the author briefly examines recent school finance reforms adopted in various states, again with special attention to the southern states. The appendix summarizes state constitutional requirements affecting school finance in the southern states, presents a variety of school finance data for the southern states, and lists a number of university-based research groups and other agencies in the South that can provide useful information and assistance to citizens interested in school finance reform. (Author/JG)

**ED 131 555**

EA 008 875

*Rosenbaum, Nelson M.*

**Citizen Involvement in Land Use Governance: Issues and Methods.**

Urban Inst., Washington, D.C.

**Pub Date** 76

Note—82p.

Available from—The Urban Institute, 2100 M Street, N.W., Washington, D.C. 20037 (Order No. UR 11500, \$3.50)

**Document Not Available from EDRS.**

**Descriptors**—\*Citizen Participation, Decision Making, \*Guidelines, \*Land Use, \*Policy Formation, Political Issues, \*Program Development, Program Planning, Public Policy

This book analyzes a number of issues related to citizen involvement in land-use planning. Based on this analysis, the author recommends a set of organizational principles that can be utilized to develop an integrated, coherent citizen involvement program. The core of the study is a review of several major program design issues that political leaders and citizens should address in adopting basic organizational principles to particular circumstances. The study continues with an examination of techniques and methods for implementing a citizen involvement program, and concludes with an analysis of the overall costs and benefits of citizen involvement in governmental decision-making. Although the author is mainly concerned with involving citizens in land-use planning, the principles and procedures he outlines also may be applied to stimulating citizen involvement for other purposes as well. (Author/JG)

**ED 131 556**

EA 008 876

*Stevens, R. S.*

**Semesterizing in Vancouver Schools.**

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Report No.—RR-76-04

**Pub Date** Jul 76

Note—34p.; For a related document, see ED 127 690

**EDRS Price** MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—Administrator Attitudes, Educational Change, Parent Attitudes, \*School Calendars, \*School Surveys, Secondary Education, \*Semester Division, Student Attitudes, \*Tables (Data), Teacher Attitudes  
**Identifiers**—\*British Columbia (Vancouver)

This report discusses a survey conducted in the Vancouver (Canada) School District to further investigate points raised in a previous study on the advantages and disadvantages of dividing the secondary school year into two semesters. Data for the survey were gathered through discussions with subject-area coordinators and department heads and through questionnaires completed by samples of students, parents, and teachers. The student sample included only students who had experience with both semester and nonsemester systems; the parents of those students composed the parent sample. The teacher group was randomly selected from eight semested schools; most of the teachers selected also had taught in nonsemested schools. The majority of students, parents, and teachers preferred the semester system, but most coordinators and department heads preferred the nonsemester system. Besides presenting the survey findings, the report also discusses some other points raised in the previous report and presents a number of conclusions and recommendations on the desirability of semesting in Vancouver's schools. (JG)

**ED 131 557** EA 008 877  
*Stevens, R. S.*

**An Evaluation of Arena Scheduling at Templeton Secondary School During 1975-76.**

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Report No.—RR-76-02

Pub Date Jan 76

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Experimental Programs, Parent Attitudes, \*Program Evaluation, Questionnaires, \*Scheduling, \*School Surveys, Secondary Education, Student Attitudes, Students, \*Tables (Data)  
**Identifiers**—\*Arena Scheduling, British Columbia (Vancouver)

In June of 1975, students at Templeton Secondary School used a procedure called "arena scheduling" to assist in the construction of their timetables for the 1975-76 school year. Although courses had been selected previously with the aid of a counselor, arena scheduling allowed students some freedom in the choice of the teacher or time of day or semester that they wanted for a particular course. To examine reactions to arena scheduling, questionnaires were given to samples of students and to all staff members. Responses of the students were generally favorable, particularly when preferred teachers and/or times were obtained. Most of the teachers agreed that the advantages of arena scheduling outweighed any disadvantages. Although there were many suggestions made to modify and improve the arena scheduling procedure, most of the respondents to the questionnaires favored its retention at Templeton. (Author)

**ED 131 558** EA 008 878  
*The Secondary School: Reduction, Renewal, and Real Estate. A Report.*

Educational Facilities Labs., Inc., New York, N.Y.

Pub Date 76

Note—63p.  
 Available from—Educational Facilities Laboratories, 850 Third Avenue, New York, New York 10022 (\$4.00, quantity discounts, all orders must be prepaid)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Building Conversion, Community Involvement, Community Schools, \*Declining Enrollment, \*Educational Alternatives, Futures (of Society), Population Trends, \*School Closing, \*School Community Relationship, School Demography, \*School Planning, \*Secondary Education, Shared Facilities, Social Services, Space Utilization

National census data suggest a sustained period of no growth or modest growth in births; however, migration variations in the metropolitan and nonmetropolitan areas and in different regions of the country portend the importance of local community planning for the future of high school facilities. The place of the high school in the

scheme of schooling is receiving an unprecedented searching reappraisal. New programs are being developed to meet the needs of high school age students and also to expand the utilization of school facilities by community members. Districts experiencing declining enrollments have tried a variety of options. First among these is redeployment of surplus space to accommodate those activities and programs that have been deprived of adequate space. Other uses of surplus space have been for vocational, special, and adult education programs; teacher centers; and community schools as service centers. Finally, rather than destroy the local high school (a strong community symbol), some areas enacted legislation enabling the private sector to convert unused school buildings to shops, theaters, and other community amenities. (Author/MLF)

**ED 131 559** EA 008 879  
*Co-operation in Curriculum Explorations. Report of a High-Level Personnel Exchange Workshop (Pakistan, 1-10 November 1975).*

Ministry of Education, Islamabad (Pakistan); United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Pub Date Nov 75

Note—57p.

Available from—Unipub, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$5.35)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Change Strategies, \*Conference Reports, \*Curriculum Design, \*Curriculum Development, Elementary Secondary Education, Experimental Programs, Post Secondary Education, Program Descriptions, \*Regional Cooperation, Workshops  
**Identifiers**—Indonesia, Iran, Pakistan, Sri Lanka

This report summarizes the High-Level Personnel Exchange Workshop on Curriculum Development that was held in Islamabad and Karachi, Pakistan, November 1-10, 1975. Attending the workshop were nine representatives from Iran, Indonesia, Pakistan, and Sri Lanka. Purpose of the workshop was (1) to deliberate on the current curriculum activities in the member states in relation to similar activities in other countries, (2) to identify common problems and issues in curriculum development, (3) to determine possible ways and means to deal with the problems, and (4) to suggest followup activities for fostering collaboration among the member states in the area of curriculum development. The report is organized in five main chapters that reflect the major topics considered during the workshop, including (1) new conceptions and directions in curriculum development, (2) sharable experiences in curriculum development, (3) problems and strategies of curriculum design, (4) problems and strategies of curriculum development, and (5) strengthening collaboration in curriculum development. (Author/JG)

**ED 131 560** EA 008 880  
*African Regional Seminar for Advanced Training In Systematic Curriculum Development and Evaluation (Achimota, Ghana, 14 July-15 August 1975). Report.*

German Foundation for International Development, Bonn (West Germany); Swedish International Development Authority (SIDA); United Nations Educational, Scientific, and Cultural Organization, Paris (France). Div. of Structures and Content of Life-Long Education; United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—171p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—Change Strategies, \*Conference Reports, \*Course Descriptions, Curriculum Design, \*Curriculum Development, \*Curriculum Evaluation, Elementary Secondary Education, \*Institute Type Courses, Post Secondary Education, Regional Cooperation, Seminars

This report summarizes the African Regional Seminar for Advanced Training in Systematic Curriculum Development and Evaluation that was held at Achimota, Ghana, July 14-August 15 1975. Attending the seminar were 67 participants from 12 African countries, including Cameroon, Gambia, Ghana, Kenya, Liberia, Malawi, Nigeria, Sierra Leone, Swaziland, Tanzania, Uganda, and

Zambia. Purpose of the seminar was to provide intensive training in systematic curriculum development and evaluation for curriculum specialists and to serve as a forum for the exchange of experiences in coping with the problems of curriculum development and evaluation. Individual chapters of the report focus in turn on aims of the seminar, selection of seminar participants and faculty, administration of the seminar, structure and content of the seminar, evaluation of the seminar, and proposed followup activities. In addition, the appendix contains a list of seminar participants and faculty, a detailed timetable for the seminar, and the texts of several addresses and papers presented at the seminar. (JG)

**ED 131 561** EA 008 883  
*Igoe, Joseph A. DiRocco, Anthony P.*

**The Teacher Strike: School District Protection Procedures. A Manual for School District Officials on How to Handle a Teachers' Strike.**

Thealan Associates, Inc., Albany, N.Y.

Pub Date 76

Note—51p.

Available from—Thealan Associates Inc., 15 Computer Drive West, Albany, New York 12205 (\$24.95)

**Document Not Available from EDRS.**

**Descriptors**—\*Administrator Guides, Administrator Role, \*Board of Education Role, Collective Bargaining, Educational Administration, Elementary Secondary Education, \*Labor Problems, Public Relations, Teacher Militancy, \*Teacher Strikes, \*Unions

This booklet is designed to give practical and realistic advice to school district officials faced with the possibility of a teachers' strike. It is intended for use both by school district administrators and school board members. The booklet is organized into four sections that focus in turn on signs of a pending teachers' strike, union activities preceding a strike, preparing the school district for a strike, and managing the school district during and immediately after a strike. (Author/JG)

**ED 131 562** EA 008 884  
*Buying Actions in School Districts by School Board Members and their Administrative Staff.*

National School Boards Association, Washington, D.C.

Pub Date 72

Note—49p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, Washington, D.C. 20007 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Administrator Role, \*Board of Education Role, Boards of Education, \*Decision Making, Elementary Secondary Education, \*National Surveys, \*Purchasing, School District Spending, \*Tables (Data)

This publication presents summary data from a survey that investigated the degree of involvement of school board members and other school officials in school district purchasing decisions. Data for the survey were gathered through interviews with a random sample of 784 school board members and 60 school administrators who attended the 1972 National School Boards Association convention. The survey findings are presented in a series of tables that summarize data for 17 major purchasing categories. Within each table, the responses of school board members and administrators are grouped into seven categories according to school district size, as indicated by total district enrollment. (JG)

**ED 131 563** EA 008 885  
*New Construction and Renovation in School Districts and How School Board Members Are Involved.*

National School Boards Association, Washington, D.C.

Pub Date 75

Note—20p.

Available from—National School Boards Association, 1055 Thomas Jefferson Street, Washington, D.C. 20007 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Boards of Education, Decision Making, Questionnaires, \*School Construction, \*School District Spending, \*School Expansion, \*School Improvement, Tables (Data)

A survey was taken at the 1974 National School Boards Association to determine where

and how district moneys are being spent on new construction, renovation, and additions to existing structures. Data gathering was achieved through a questionnaire covering the general areas of demographic data, moneys allocated, decision-making responsibilities for construction projects and readership of "The American School Board Journal." Usable questionnaires were obtained from 460 respondents. Tables graphically display the results of the survey in terms of specified district-size categories. (Author/MLF)

**ED 131 564 EA 008 886**

Howard, Eugene R., Brainard, Edward A.  
How School Administrators Make Things Happen.  
Pub Date 75  
Note—216p.

Available from—Mail Order Sales, Parker Publishing Co., Inc., West Nyack, New York 10994 (\$14.95)

**Document Not Available from EDRS.**

Descriptors—\*Administrative Principles, \*Administrator Guides, Administrator Role, \*Change Strategies, Educational Administration, \*Educational Change, Educational Improvement, Elementary Secondary Education, Program Descriptions, \*Program Development, \*Program Planning

This book presents management strategies intended to help educational administrators bring about substantive improvements in their schools. The authors outline specific procedures and practical instruments designed to enable administrators to define districtwide or school wide programs, to organize such programs, to identify specific problems and determine priorities for action, to gather support for change efforts, to acquire necessary leadership skills, and to plan and manage specific school improvement programs. The procedures and instruments described may apply to administrators at any educational or administrative level; included throughout the book are examples of ways administrators have adopted these instruments and procedures to fit their individual situations. (Author/JG)

**ED 131 565 EA 008 887**

Pannwitt, Barbara  
Admittance to the Moral Domain . . . Where Schools Have Feared to Tread. Curriculum Report, Vol. 6, No. 2.

National Association of Secondary School Principals, Reston, Va.  
Pub Date Dec 76  
Note—11p.

Available from—National Association of Secondary School Principals, 1904 Association Drive, Reston, Virginia 22091 (\$0.50, quantity discounts, payment must accompany orders of \$10.00 or less)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Educational Resources, Educational Trends, Elementary Secondary Education, \*Ethical Instruction, Ethical Values, \*Models, \*Moral Values, \*Program Descriptions, \*Program Development, Program Planning  
Identifiers—Kohlberg Moral Development Stages, \*Moral Education, Values Clarification

This report examines the topic of moral education and describes the current trend toward increased adoption of moral education programs for public schools. The author identifies four different approaches to moral education, focusing mainly on the cognitive-developmental approach or Kohlberg model and the affective-relativist or values clarification approach. Much of the report is devoted to brief descriptions of eight moral education programs developed in different school districts around the country. In addition, the author briefly describes two recent books and four audiovisual aids that would be helpful to school officials in planning and implementing a moral education program. (JG)

**ED 131 566 EA 008 888**

Geddes, Vivian  
Administrator Renewal: The Leadership Role in Collegial Team Development. ACFK Ltd. Occasional Paper.

CFK, Ltd., Denver, Colo.  
Pub Date Feb 74  
Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Administrator Role, Annotated Bibliographies, Definitions, \*Educational Improvement, \*Guidelines, Individual Develop-

ment, \*Leadership Responsibility, \*Program Development, Program Planning, \*Team Training  
Identifiers—\*Collegial Teams

This publication is intended to assist the leaders of collegial teams and to provide a plan for a school district program coordinator to use in establishing a number of collegial teams within a district. Part I presents a thorough definition of a collegial team and describes what such a team does. Also provided in this section is information on team development, team assessment techniques, and some suggested ways to begin a collegial team renewal program. Within this section, the roles of the team member, team leader, district planner, and district superintendent are discussed. Part 2 focuses on the leadership role of the collegial team leader and the role of the program coordinator responsible for establishing several collegial teams in a school district. The leadership characteristics essential to each role are discussed and related to the skills necessary for implementation of a collegial team program. The appendix contains a number of resource materials and instruments that may be useful to collegial team leaders and/or district program coordinators. An annotated bibliography of relevant publications is also included. (Author/JG)

**ED 131 567 EA 008 889**

Prince, Gerald L.  
School and Self Assessment Processes: A Guidebook for School Administrators. A CFK Ltd. Occasional Paper.

CFK, Ltd., Denver, Colo.  
Pub Date Apr 74  
Note—89p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Administrative Personnel, \*Administrator Guides, Group Activities, \*Individual Development, \*Learning Activities, \*School Improvement

This booklet contains 19 exercises designed to aid school administrators in improving themselves and/or their schools. Each exercise consists of a brief synopsis, a list of goals or outcomes of the exercise, a recommendation about the size of group that might participate in the exercise, a list of resources and materials needed for the exercise, a step-by-step outline of procedures for the exercise, a list of optional activities, a brief discussion of risks involved in the exercise, and a list of skills needed to conduct the exercise. The exercises are classified according to whether they will be most useful to administrators interested in self-improvement, to administrators interested in school improvement, or to administrators interested in school and self-improvement. (JG)

**ED 131 568 EA 008 890**

Footman, Gordon And Others  
What Will Be the Impact of Collective Bargaining on the Evaluation of California State or Federally Funded Programs?

Pub Date 18 Nov 76

Note—46p.; Paper presented at the Annual Meeting of the California Educational Research Association (Burlingame, California, November 1976); Not available in hard copy due to marginal reproducibility of parts of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Bibliographies, \*Collective Bargaining, Elementary Secondary Education, Federal Programs, \*Program Evaluation, State Programs, Tables (Data)  
Identifiers—\*California

In April 1976, 95 educational program evaluators were asked the question, "What do you think will be the relationship between the new collective bargaining law (SB160) and the operation and evaluation of A-127 (state and federally funded) education programs?" Working in small groups, participants accomplished the following: (1) They estimated the amounts and kinds of impact fourteen "Postulated Teachers' Union Requests" would have on the operation and evaluation of A-127 programs; and (2) They produced, through brainstorming sessions, a list of "Ways Program Evaluators Could Positively Impact Negotiations" and a list of "Points to Consider in Preparing for Collective Bargaining." The results of the participants' work is presented in three tables along with supplemental information. (Author/IRT)

**ED 131 569 EA 008 891**

Rodhe, Birgit

**Teachers and School Building. Programme on Educational Building 7.**

Organisation for Economic Cooperation and Development, Paris (France).  
Pub Date Sep 76

Note—59p.  
Available from—Organisation for Economic Cooperation and Development, 2 rue Andre Pascal, 75775 Paris CEDEX 16, France (free)  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Building Innovation, Educational Innovation, Educational Objectives, Educational Specifications, Elementary Secondary Education, International Organizations, International Programs, \*School Buildings, School Improvement, \*Space Utilization, \*Teacher Attitudes, \*Teacher Participation

This paper describes the contribution of educators in planning new school buildings and adapting existing facilities. It also looks at the measures needed to help teachers make full use of the educational tool represented by the school building, its furniture, and its equipment. Some illustrations from different countries and at different school levels are given to show how teachers have found constructive and imaginative solutions to the problems of adapting existing buildings in order to realize new objectives. Examples are also given of teacher involvement in planning new buildings, and furnishing and equipping new or remodelled school buildings. Methods suggested for increasing teacher participation in the planning and effective utilization of facilities are (1) including the relation to physical facilities in initial teacher training as well as inservice training, (2) involving teachers in research and development work on school buildings, and (3) having an initiation phase for teachers and other personnel occupying new buildings. (Author/MLF)

**ED 131 570 EA 008 892**

Simmons, John

**Education, Poverty, and Development. Bank Staff Working Paper No. 188.**

International Bank for Reconstruction and Development, Washington, D.C.  
Pub Date Feb 74

Note—77p.; Some tables may not reproduce clearly

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Academic Achievement, Comparative Education, Developed Nations, \*Developing Nations, Economic Factors, \*Educational Alternatives, \*Educational Change, \*Educational Finance, \*Educational Policy, Elementary Secondary Education, Enrollment Rate, Expenditure Per Student, Higher Education, Human Capital, International Education, Political Influences, \*Socioeconomic Influences, Tables (Data)

One purpose of this paper is to suggest appropriate policy options for investment in education. While the discussion of issues and options is based on the research literature, field observations, and interviews, this is not a review of the state of the art. It is an attempt to define and focus the debate on investment choices. Section 1 of the paper reviews a systems approach to learning, related theories, and data. Section 2 explores the range of features of education systems (objectives, investment, internal efficiency, benefits and return on investment, employment, income distribution, and other features). Section 3 discusses the major issues in formal education (the resource constraint, ineffectiveness, inefficiency, inequality, and reform). Section 4 treats approaches to educational reform and strategy options. There are two phases in changes-awareness and transition (the nature of the demand of skilled manpower, the over/under supply of skilled manpower, the effect of past educational investment on social equity, and the resources required for transitions) and reorganization of learning (motivation for reform, information for reform, technological and legal changes, and resources for reform). (Author/IRT)

**ED 131 571 EA 008 893**

Olivero, James L.

**Chicken Little Was Right... or . . . The Future of Education Is Now!**

Nueva Learning Center, Burlingame, Calif.  
Pub Date 75

Note—138p.

**Available from—**Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 (\$12.95)

**Document Not Available from EDRS.**

**Descriptors—**Alternative Schools, \*Educational Change, Educational Environment, Elementary Secondary Education, Evaluation, \*Futures (of Society), Gifted, Humanistic Education, \*Interpersonal Relationship, Leadership Qualities, Organizational Climate, \*Organizational Development, Parent Participation, \*Personal Values, \*Questionnaires, Self Evaluation, Sex Education, Teacher Education, Teacher Selection

Before addressing the specific issues of the learning environment, alternative schools, teacher selection, teacher preparation, neglect of gifted students, parent involvement, evaluation, and sex in education, the author presents three lengthy background chapters—"False Assumptions," "Organizational Development Through Interpersonal Action," and "The Future Is Now." The first chapter assesses the false assumptions that educators have about students and teachers and examines the six change steps in education. The second chapter focuses on instruments for inventing personal values and assessing personal beliefs and performance. Against this background of personal assessment the author presents a list of eight skills that leaders need to develop. The third chapter focuses on how educators can learn to make decisions about what is important in the schools. (IRT)

**ED 131 572** EA 008 894

*Anderson, Mary Ann*

**Creating Classroom Environments. The Tri-Wall Experiment.**

Nueva Learning Center, Burlingame, Calif.

Pub Date [73]

Note—16p.

**Available from—**Association of California School Administrators, P.O. Box 39186, Rincon Annex, San Francisco, California 94139 (\$3.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Building Materials, Child Development, \*Classroom Environment, \*Early Childhood Education, Grade I, Learning Experience, \*Merchandise Information

This booklet describes some initial work on environments at the early childhood level; special emphasis is given to the experiences of first-grade children with the medium of tri-wall (triple thick cardboard). Experiments at Nueva over the past two years (1971-1973) indicate children at this developmental level seem to gain great satisfaction when they construct their own environments and experience taking part in problem-solving. Tri-wall allows for learning and doing in different ways; for experimentation, manipulation, and other first hand experiences that are essential to early learning. (Author/MLF)

**ED 131 573** EA 008 895  
**Project Search. Elementary Curriculum Units. Grades K-6.**

Utica City School District, N.Y.

Pub Date Aug 74

Note—386p.; Prepared under the supervision of the Project Search Administrative Team; For related documents, see ED 125 918-923, ED 125 951, and EA 008 896; Not available in hard copy due to small print size

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Art Education, \*Curriculum Guides, Curriculum Planning, \*Educational Programs, Elementary Education, \*Elementary School Curriculum, Language Arts, Library Education, Mathematics Curriculum, Music Education, Physical Education, \*Program Descriptions, Science Curriculum, Social Studies Units, Special Education, \*Units of Study (Subject Fields)

**Identifiers—**Utica Public Schools NY

This publication contains numerous selected curriculum units for grades K-6 that were developed by teachers in the Utica (New York) Public Schools in Phases I and II of Project Search during 1972-73 and 1973-74. The units included represent a wide cross-section of subject areas and grade levels. Units are presented for the subjects of art education, music education, library education, special education, and physical education, as well as for such traditional academic subjects as language arts, science, mathematics, and social studies. Each curriculum unit is presented in a standardized format or-

ganized according to subject area/grade level, concepts and generalizations, learning objectives, learning experiences, valuing experiences, resources and materials, and evaluation procedures. (JG)

**ED 131 574** EA 008 896  
**Project Search. Secondary Curriculum Units. Grades 7-12.**

Utica City School District, N.Y.

Pub Date Aug 74

Note—342p.; Prepared under the supervision of the Project Search Administrative Team; For related documents, see ED 125 918-923, ED 125 951, and EA 008 895; Not available in hard copy due to small print size of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Art Education, Business Education, \*Curriculum Guides, Curriculum Planning, \*Educational Programs, English Curriculum, Home Economics Education, Mathematics Curriculum, Modern Language Curriculum, Music Education, Physical Education, \*Program Descriptions, Science Curriculum, \*Secondary Education, Social Studies Units, \*Units of Study (Subject Fields), Vocational Education

**Identifiers—**Utica Public Schools NY

This publication contains numerous selected curriculum units for grades 7-12 that were developed by teachers in the Utica (New York) Public Schools in Phase I and II of Project Search during 1972-73 and 1973-74. The units included represent a wide cross-section of subject areas and grade levels. Units are presented for the subjects of art, business education, English, foreign language, home economics, industrial arts and vocational education, mathematics, music, physical education, science, and social studies. Each curriculum unit is presented in a standardized format organized according to subject area/grade level, concepts and generalizations, learning objectives, learning experiences, valuing experiences, resources and materials, and evaluation procedures. (JG)

**ED 131 575** EA 008 897  
*Svirarovich, John, Ed.*

**Manual for Developing a Volunteer Tutoring Program.**

Eugene School District 4J, Oreg.; Oregon State Dept. of Education, Salem.; Oregon Univ., Eugene.

Pub Date 74

Note—64p.; An Adopter's Guide referenced in "Promising Practices in Oregon Education," 1974

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Elementary Secondary Education, \*Guidelines, Individualized Programs, \*Program Development, Program Planning, \*Tutoring Programs, \*Tutoring, Volunteers, Volunteer Training

**Identifiers—**ESCAPE Tutoring Program

It is the intent of this manual to show how a volunteer tutoring program can be implemented and maintained in any community that desires to individualize institutional learning programs through tutoring. The manual attempts to describe the requirements and development of a tutoring program in generic terms; however, it often cites examples from the program on which it is based, the ESCAPE Tutoring Program at the University of Oregon. The manual is divided into four sections that focus in turn on important aspects of a tutoring program. Section 1 outlines the essential steps in structuring and implementing a tutoring program. Section 2 offers guidelines for volunteer tutors. Section 3 outlines the structure and content of personnel training. And section 4 provides basic guidelines to teachers using tutors. Each of the sections can be read apart from the other; however, the reader seeking a full perspective on a tutoring program is advised to read all the sections. (Author/JG)

**ED 131 576** 95 EA 008 898  
**Entitlements for Federally Affected School Districts Under Public Laws 874 and 815: Case Studies. Volume II.**

Stanford Research Inst., Menlo Park, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—SRI-P-IU-5311

Pub Date May 65

Contract—OEC-5-99-046

Note—218p.; Table V5 may reproduce poorly due to small print; For a related document see ED 073 526

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

**Descriptors—**\*Case Studies (Education), \*Educational Finance, Elementary Secondary Education, \*Federal Aid, Federal Legislation, Federal Programs, Financial Problems, School Funds, \*School Statistics, State Aid, Statistical Analysis, \*Tables (Data), Tax Effort

**Identifiers—**California (Vallejo), Florida (Brevard County), Kansas (Salina), Maryland (Montgomery County), Pennsylvania (Philadelphia)

Public laws 874 and 815 are intended to help relieve the financial burdens imposed on public school districts as a result of the tax-exempt nature of federal property. Where volume 1 presented a broad statistical analysis of the impact of P.L. 874 and 815 in 54 school districts, this volume contains indepth case studies of the laws' effects in each of five school districts. These studies were considered necessary in order to uncover ramifications of the two laws that would not be apparent from a statistical analysis. Separate case studies are presented for Brevard County, Florida; Montgomery County, Maryland; Philadelphia, Pennsylvania; Salina, Kansas; and Vallejo, California. (JG)

**ED 131 577** EA 008 899  
**New Directions in School Law.**

National Organization on Legal Problems of Education, Topeka, Kans.

Pub Date 76

Note—204p.

Available from—National Organization on Legal Problems of Education, 5401 S.W. Seventh Avenue, Topeka, Kansas (\$11.95)

**Document Not Available from EDRS.**

**Descriptors—**\*Affirmative Action, \*Court Cases, Crime, Discipline Policy, Elementary Secondary Education, \*Governance, Higher Education, Legal Responsibility, \*School Law, Search and Seizure, Sex Discrimination, State Church Separation, State School District Relationship, \*Student Rights, Supreme Court Litigation, Violence

This book contains a collection of 18 papers presented at the 1975 annual convention of the National Organization on Legal Problems of Education. All of the papers are organized around the topic of "Legal Problems in the Governance of Education." Titles of the individual papers include "Legal Issues in the Governance of American Education," "Points of View on Governance," "Violence in the Schools," "Recent Developments in Church-State Issues," "Religion Studies in the Public Schools," "The Present State of Affirmative Action," "Student Publications: After Jacobs, What Next?" "1975 Student Discipline Decisions by the U.S. Supreme Court," "1975: The Status of Search and Seizure in the Public Schools," "Affirmative Action in Reverse," "An Expanded Concept of Affirmative Action against Sex Discrimination in Education," "School Testing, Grouping, and the Law," "The State Educational Agency Perspective on Governance," "Some Notes on the Trend to Centralization in the Governance of Public Schools," "Higher Education: The Courts and the Classroom," "Illegal or Immoral Behavior and Performance in the Classroom: The Necessary Nexus," "Roth and Sindermann: Which Direction Now?" and "STOP—In the Name of the Law." (JG)

**ED 131 578** EA 008 900  
**A Resource for Planning and Decision Making.**

North Carolina State Dept. of Public Instruction, Raleigh, Div. of School Planning.

Pub Date Nov 76

Note—220p.; Some figures may not reproduce clearly

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

**Descriptors—**Administrative Personnel, \*Attendance Patterns, \*Demography, Educational Finance, Elementary Secondary Education, Intermediate Administrative Units, \*Regional Cooperation, School Redistricting, \*Socioeconomic Influences, \*Student Teacher Ratio, \*Tables (Data)

**Identifiers—**North Carolina

The first portion of this document consists of maps and graphs that display important information on population, income, resources, and education in North Carolina. They have been constructed to illustrate the present situation from

county to county and from school administrative unit to school administrative unit across the state. The second half of the document analyzes the information given in the first half and offers suggestions for school finance and school district reorganization. (Author/IRT)

**ED 131 579** EA 008 901

**The Role of the Assistant Principal.**

Wisconsin Secondary School Administrators Association, Stevens Point.

Pub Date Apr 75

Note—7p.; Not available in hard copy due to color of print and paper

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Administrator Role, \*Assistant Principals, Behavioral Objectives, Curriculum, Instructional Staff, \*Occupational Information, School Community Relationship, Secondary Education, Students

Identifiers—\*Wisconsin

This pamphlet outlines the role of Wisconsin's assistant principals as it relates to students, the administrative team, staff, curriculum, and the community. It also presents a brief job description developed for the assistant principal in a senior high school of 1,100 students that has only one assistant administrator. (Author/IRT)

**ED 131 580** EA 008 902

**The Effect of Air-Conditioning on Student and Teacher Performance.**

Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Pub Date Jan 73

Note—6p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, \*Air Conditioning, Building Improvement, Learning, \*Literature Reviews, \*Performance Criteria, Physical Design Needs, Secondary Education, Teacher Attitudes, \*Thermal Environment

Identifiers—Arizona (Phoenix), Phoenix Union High School District

The literature is reviewed to see if research shows a relationship between student and teacher performance and air conditioning of classrooms. The benefits of air conditioning in promoting learning are substantiated by studies that are summarized but not cited. The relationship of the report to the Phoenix Union High School System Advisory Council's high priority on air conditioning and the North High School air conditioning project is mentioned. (MLF)

**ED 131 581** EA 008 903

**Where Phoenix Union High School System Students Live and Attend School. 1976-1977.**

Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Pub Date [76]

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—American Indians, \*Attendance, Caucasian Students, \*Demography, \*Ethnic Distribution, Negro Students, \*Population Trends, School Surveys, Senior High Schools, Spanish Americans, Tables (Data)

Identifiers—Arizona (Phoenix), Phoenix Union High School District

In 1969-70 the Research and Planning Department established Phoenix Union High School System study area boundaries that are contiguous with census tracts, elementary school and district boundaries, high school and district boundaries, area transportation study boundaries, and natural and man-made obstacles. Students were identified by these study areas so one is able to determine where students live and where they attend school. Consequently, the correlation of a considerable amount of sociological and school data is possible. This information is helpful in determining the stability of particular school areas, the influence of the open schools, and the extent to which racial composition is affected by where students attend school versus where they live. Three tables provide information on student membership in attendance areas (by race), percent of students residing in attendance areas who are in membership in that area (by race), and number of students who leave their neighborhood to attend another high school (by race). Appendixes provide further information on student residence and membership. (Author/IRT)

**ED 131 582**

Lindley, Jesse B.

**Title IX Self-Study Report of the Oklahoma City Public Schools.**

Oklahoma City Public School System, Okla.

Pub Date 28 Jun 76

Note—197p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Affirmative Action, \*Athletics, Co-curricular Activities, \*Counseling, \*Curriculum, Elementary Secondary Education, Employment, Physical Education, Questionnaires, \*School Surveys, \*Sex Discrimination, Tables (Data)

Identifiers—\*Educational Amendments 1972 Title IX, Oklahoma City Public Schools

Under Title IX of the Education Amendments of 1972, institutions affected must engage in appraisal and evaluation of current policies, practices, and procedures to determine possible discriminatory effects in five areas—athletics, counseling, curriculum and physical education, employment, and extracurricular activities. This report contains the Oklahoma City Public School's self-appraisals in these areas. Also included are a notification of the district's nondiscrimination policy, the members and scope of the district's Title IX task force, and the Final Evaluation Survey of the Title IX Sex Discrimination Institute. (Author/IRT)

**ED 131 583**

EA 008 905

Collazo, Andres And Others

**Forecasts of Selected Social Indicators of Educational Outcomes and Recommended Policy Changes. (Final Report).**

Spons Agency—Florida State Board of Regents, Tallahassee.

Pub Date 26 Jun 76

Contract—R5-175

Note—91p.; Department of Education Project on Social Indicators

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Academic Achievement, \*Educational Planning, Futures (of Society), Literature Reviews, \*Models, \*Policy Formation, \*Prediction, Public Policy, \*Social Indicators, Social Influences, State Programs, Statistical Analysis

Identifiers—\*Florida

This report has three objectives: (1) to identify social indicators relating to policy concerns of the legislature, state board of education, and commissioner of education; (2) to predict the future status of selected social indicators, using the assumption that present policies will be continued; and (3) to recommend policy changes for achieving more desirable futures in selected areas. Section 2 of the report presents the social indicators that were identified and the criteria that were used in their selection. Section 3 presents the forecasting model developed while section 4 includes a description of the procedure used in identifying the variables affecting the indicators used in the model. Section 5 contains forecasts of the future status of selected social indicators and a description of the cross-impact analysis methodology used in making the forecasts. Section 6 includes listing of the issues that might have an impact on education and the alternative policy decisions that were proposed to meet changes created by these issues. Section 7 contains recommendations regarding alternative policy decisions along with some recommendations regarding goals of education in Florida and the process of formulating educational policy. (Author/IRT)

**ED 131 584**

EA 008 906

Crowson, Robert L.

**Educational Planning and Models of Decision-Making.**

Pub Date Jun 75

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Decision Making, \*Educational Planning, Elementary Secondary Education, Higher Education, Models, Organization, Organizations (Groups), \*Policy Formation, \*Political Influences

Identifiers—New York (New York)

This paper suggests that a first, important, step toward a broadening of the skills of the educational planner is a clear conceptualization of

some implications that accompany differing styles of decision-making. It has been suggested that planning traditionally employs a rational decision model that leaves the planner poorly equipped to deal with matters of organizational process and governmental politics. Planning, to be more effective, must now begin to proceed in depth into an analysis of, and the development of procedures related to, organizational processes and political bargaining. Each of the three decision models developed by Graham Alison has broad implications for the role of the educational planner. The planner must now begin to devote much time to the theoretical and methodological development of a planning orientation for the two models that have been largely ignored. (Author/IRT)

**ED 131 585**

EA 008 907

Crowson, Robert L.

**Compensatory Education in Michigan: The Politics of Program Implementation.**

Pub Date Nov 74

Note—40p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, Adoption (Ideas), \*Compensatory Education Programs, \*Educational Accountability, Educational Finance, \*Educational Legislation, Elementary Secondary Education, Governmental Structure, Political Influences, Resource Allocations, \*State Aid, State Departments of Education, State Legislation, \*State Programs, \*State School District Relationship

Identifiers—\*Michigan

This study examines the politics of program implementation in Michigan. It focuses on relations between the Michigan Department of Education and the state's local school districts in the administration of state aid for compensatory education. With its accountability emphasis and with the many administrative issues that have characterized its development over the years, the Michigan program offers an instructive test of the leadership capacity of the state education agency. The article focuses on the interplay of state and local power in determining the direction of the compensatory implementation process and the effect of an administrative bargaining game on interpretations of the law. The Michigan data is examined in terms of Morton Grodzins's "sharing" interpretation of intergovernmental relations in which a structure of fragmented, yet coordinate, government supposedly ensures both central control and diversity. The discussion reveals the obstacles to reform that are inherent in the sharing argument. Only by establishing mutually supportive client-administrator relationships, by tempering leadership demands on the local schools, and by preventing the development of damaging state-local conflict could the department of education assure the continuation of its compensatory education idea. (Author/IRT)

**ED 131 586**

EA 008 908

Crowson, Robert L.

**State Administrative Politics in Education: A Case Study of State-Local Interaction in Michigan.**

Pub Date [74]

Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Compensatory Education Programs, Elementary Secondary Education, Governance, \*Governmental Structure, \*Political Influences, \*Program Administration, \*State Departments of Education, State Government, \*State School District Relationship

Identifiers—\*Michigan

Iannaccone has suggested that four different types of linkages may be identified between a state's legislature and its organized educational profession: (1) locally based disparate in which legislators and schoolmen primarily represent just their individual school districts; (2) statewide monolithic in which schoolmen speak with one, powerful and united voice on behalf of education; (3) statewide syndical in which a coalition of schoolmen and legislators cooperatively reach compromises on policy; and (4) statewide fragmented in which interest groups are sharply divided and there is much competition and conflict. Michigan seems to contain two types of political structure in education. While it has been described as a "fragmented" state in the provision of school resources, the administration of the state's compensatory education program was decidedly "syndical." Because there is such con-

stant threat of partisan conflict over education, every opportunity is taken by lawmaker and school official alike to permit accommodations of state and local interests through "subsystem" politics. (Author/IRT)

**ED 131 587** EA 008 909

Crowson, Robert L.

Educational Planning and School Reform: A Report on West Germany.

Pub Date Sep 75

Note—22p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adoption (Ideas), \*Educational Change, \*Educational Planning, Elementary Secondary Education, \*Equal Education, Higher Education

Identifiers—\*West Germany

This paper examines the status of comprehensive planning for educational reform in the Federal Republic of Germany. Although a late entrant among the European nations engaged in school reform, West Germany is now heavily involved in the problems and politics of structural change. A "General Plan for Education," calling for widespread alteration in the nation's educational system was approved by the various state and federal governments in late 1973. The first section of this paper briefly reviews the background of West Germany's planning effort and the major provision of the "Plan." The second section assesses the current (mid-1975) situation in the implementation of German educational reform. The third, and major, section seeks to draw some general conclusions about educational planning and the initiation of structural change. In the author's view, the German experience indicates the need for carefully designed strategies for implementation as a closely related function of plan development. (Author/IRT)

**ED 131 588** EA 008 910

Keppel, Francis

Educational Policy in the Next Decade.

Pub Date 24 Aug 76

Note—33p.; Speech given at the Aspen Institute for Humanistic Studies.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Achievement, Demography, Economic Factors, \*Educational Policy, Educational Testing, Elementary Secondary Education, Federal State Relationship, Higher Education, Management, \*Political Influences, Public Policy, \*Social Influences, Teacher Morale, Teachers, Unions

The speaker assesses the social and political forces at work on educational policy and offers suggestions for policy changes in the coming decade. Anyone interested in policy must take into account seven external forces that affect policy—demographic factors, the economic return on education, teacher unionization, test data, teacher morale, accountability, and the decline in the public interest in educational policy. Five areas are highlighted for special policy attention—support of certain noneducational programs, of revisions in present federal-state relations, of increased authority for local site management, of changes in testing and the setting of standards, and of the setting of policies for continuing education and for the maintenance of centers of excellence. (Author/IRT)

**ED 131 589** EA 008 911

Flynn, Donald L.

Educational Cost Analysis.

Pub Date Nov 75

Note—11p.; Not available in hard copy due to light print of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cost Effectiveness, Educational Finance, Elementary Secondary Education, Program Effectiveness, \*Program Evaluation

Traditional approaches to the cost analysis of educational programs involve examining annual budgets. Such approaches do not properly consider the cost of either new capital expenditures or the current value of previously purchased items. This paper presents the methodology for a new approach to educational cost analysis that identifies the actual resources (staff, equipment, and the like) used in the program and then estimates the cost of those resources. (Author/IRT)

**ED 131 590** 88 EA 008 914  
Ellett, Chad D.

Results Oriented Management in Education. Project R.O.M.E. The Continued Refinement and Development of the Georgia Principal Assessment System and Its Application to a Field-Based Training Program for Public School Principals. Assessment Design—Procedures—Instrumentation—Field Test Results. Final Report: Volume I.

Georgia State Dept. of Education, Atlanta; Georgia Univ., Athens. Coll. of Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—222p.; For related documents, see EA 008 915, ED 105 558, and ED 123 787-789

Available from—Project R.O.M.E., 228 Fain Hall, University of Georgia, Athens, Georgia 30602 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrator Evaluation, Elementary Secondary Education, \*Evaluation Methods, Models, \*Performance Criteria, \*Principals, \*Program Descriptions, Program Development, Tables (Data)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Georgia Principal Assessment System

This publication is one of two companion volumes that describe processes, procedures, and products developed as parts of the Georgia Principal Assessment System (GPAS) and present the results of a test application of the GPAS to participants in a field-based training program for public school principals. This volume consists mainly of descriptive information related to the development and testing of the GPAS. Individual chapters focus in turn on the initial development and first field test of the GPAS, selection of a second set of performance indicators of principal competency, application of the GPAS to a field-based instructional program for principals, supplemental research activities related to the continued refinement and development of the GPAS, and parameters and uses of a prototype administration, scoring, and technical manual for the GPAS. (JG)

**ED 131 591** 88 EA 008 915  
Ellett, Chad D.

Results Oriented Management in Education. Project R.O.M.E. The Continued Refinement and Development of the Georgia Principal Assessment System and Its Application to a Field-Based Training Program for Public School Principals. Assessment Design—Procedures—Instrumentation—Field Test Results. Final Report: Volume II. Appendices.

Georgia State Dept. of Education, Atlanta; Georgia Univ., Athens. Coll. of Education.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 76

Note—313p.; For related documents, see EA 008 914, ED 105 558, and ED 123 787-789

Available from—Project R.O.M.E., 228 Fain Hall, University of Georgia, Athens, Georgia 30602 (\$2.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Administrator Evaluation, Administrator Role, Elementary Secondary Education, Models, \*Performance Criteria, \*Principals, \*Questionnaires, \*Tables (Data)

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Georgia Principal Assessment System

This publication is one of two companion volumes that describe processes, procedures, and products developed as parts of the Georgia Principal Assessment System (GPAS) and present the results of a test application of the GPAS to participants in a field-based training program for public school principals. This volume consists mainly of samples of performance indicators and assessment instruments developed for the GPAS and of tables of data generated through tests of those indicators and instruments. (JG)

**ED 131 592** EA 008 916  
Beyond Compulsory Schooling: Options and Changes in Upper Secondary Education.

Organisation for Economic Cooperation and Development, Paris (France).

Pub Date 76

Note—80p.

Available from—OECD Publications Center, Suite 1207, 1750 Pennsylvania Avenue, N.W., Washington, D.C. 20006 (\$4.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adolescents, Developed Nations, \*Educational Change, \*Educational Opportunities, \*Educational Policy, Enrollment Trends, \*Post Secondary Education, Public Policy, \*Secondary Education, Socioeconomic Influences, Vocational Education, \*Youth Opportunities

In the context of increasing school enrollment, the functioning of the school system and, in particular, the teaching structures of second-cycle secondary education play an essential part in determining the educational, vocational, and social choices of young people. It seemed appropriate, therefore, to define this role and to examine the nature of the principal changes introduced at this level of study in the majority of member countries of the Organisation for Economic Co-operation and Development. This is the specific object of this report. Part I contains a short, critical analysis of the options now being offered to young people and of methods of transition and choice in regard to such opportunities. Part 2 deals with notable policy measures for improving, renovating, and diversifying present educational options in the light of countries' experience and of elements of the analysis itself. The employment opportunities for young people and the proposals designed to improve conditions of work and of entry into working life for them are mentioned only very briefly as they are the subject of a separate report. (Author/IRT)

**ED 131 593** EA 008 917

School District Data Submission to the Texas Education Agency, and Revisions =4, =5, and =6.

Texas Education Agency, Austin.

Report No.—TEA-Bull-742

Pub Date Aug 74

Note—976p.; Not available in hard copy due to marginal legibility of original document

Available from—Texas Education Agency, 201 East 11th Street, Austin, Texas 78701 (\$3.00)

EDRS Price MF-\$1.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Data Sheets, \*Recordkeeping, \*Records (Forms), \*School Systems, \*State Departments of Education

Identifiers—\*Texas

This bulletin is published to assist in alerting districts to the state and federal report requirements, assist in stabilizing report requirements, assist in encouraging districts to submit their required data via data processing models where practical, assist in more timely data collections in order that the data may be of more value to users, and assist in coordinating all state and federal data needs to avoid duplications of requests and to encourage multiple use of the data collected. The document's five sections are "Introduction and Calendar of Reports," "Examination Copies of Sample Reports," "Other Data Requirements Reference," "Turnaround Documents," and "General Information." (Author/IRT)

**ED 131 594** EA 008 918

Recommendations for Legislative Consideration on Public Education in Texas. Submitted to the Governor and the Sixty-Fourth Legislature.

Texas Education Agency, Austin.

Pub Date Nov 74

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Bilingual Education, Community Education, Crime, Drug Education, Educational Finance, \*Educational Legislation, Elementary Secondary Education, Intermediate Administrative Units, School Redistricting, State Boards of Education, \*State Departments of Education, Teacher Qualifications, Textbook Selection, Year Round Schools

Identifiers—\*Texas

For each area mentioned, this booklet has a brief description of the desired condition, the present condition, and the recommended legislation. The areas considered include bilingual education, crime prevention, drug education, financing of regional education service centers, and textbook adoption. (Author/IRT)

## Document Resumes

**ED 131 595 EA 008 923**  
**Laws and Resolutions Affecting Public Education Enacted by the 63rd Texas Legislature, Regular Session--1973.**  
 Texas Education Agency, Austin.  
 Report No.—TEA-Bull-737  
 Pub Date Sep 73  
 Note—119p.

Available from—Texas Education Agency, 210 East 11th Street, Austin, Texas 78701 (\$1.50)  
**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**Adult Education, Bilingual Education, Career Education, \*Educational Legislation, Elementary Secondary Education, School Attendance Legislation, School Law, Shared Facilities, Special Education, State Aid, \*State Legislation, Student Transportation, Teacher Certification

**Identifiers—\***Texas

This bulletin contains the laws and resolutions enacted by the 63rd legislature that pertain to public education in Texas. It is made available so that superintendents and boards of trustees may study the new statutes and the changes in existing statutes that may affect the operation of their school districts. (Author/IERT)

**ED 131 596 EA 008 924**  
**A Study of all Laws Pertaining to Compulsory School Attendance and Related Matters. Reported to the Governor and General Assembly of Virginia. Senate Document No. 9.**  
 Virginia State Dept. of Education, Richmond.  
 Pub Date 76

Note—82p.; Not available in hard copy due to marginal legibility of original  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Child Labor Legislation, Costs, Delinquency, Dropout Characteristics, \*Educational Alternatives, Educational Finance, Educational Legislation, Elementary Secondary Education, \*Employment Opportunities, Equal Education, \*Graduation Requirements, Questionnaires, \*School Attendance Legislation, School Holding Power, \*School Surveys, Skills, Socialization, State Legislation, Tables (Data), Teacher Attitudes, Truancy  
**Identifiers—\***Virginia

This document is the product of a resolution directing the state board of education to conduct a study of all laws pertaining to compulsory school attendance and related matters. The major portion of the report is based on six studies that examine the extent and cost of truancy, examine the effect of school structures on truancy, create a profile of a Virginia truant, and survey employers, teachers, and judges on such matters as truancy, graduation requirements, attendance age laws, and alternatives to school. The development of competency-based graduation requirements and alternative schools and programs; a reduction of the compulsory school attendance age; the provision of 12 years of free public education, 9 years of which would be compulsory; a reduction in the duplication of effort between community colleges and the public schools; inservice education for guidance personnel; the creation of a network of community-based youth service workers in areas with high rates of truancy and juvenile crime; and the conducting of a longitudinal study of truants and dropouts are recommended. The economic implications of the recommendations as well as their effect on equality of educational opportunity and socialization of youth were also studied. (Author/IERT)

**ED 131 597 EA 008 925**  
*Phillips, Warren H. And Others*  
**Research Proposal for the Design and Engineering Phase of a Solar Heating and Cooling System Experiment at the Warner Robins Public Library, Warner Robins, Georgia. Submitted to the United States Energy Research and Development Administration.**

Pub Date 5 Aug 75  
 Note—94p.  
**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
**Descriptors—**\*Air Conditioning, Building Design, Building Innovation, Energy Conservation, Engineering, \*Heating, \*Public Libraries, \*Research Proposals, \*Solar Radiation  
**Identifiers—**Georgia (Warner Robins), Warner Robins Public Library GA

A number of reasons are advanced to include a solar heating and cooling experiment in a library building. The unique aspects of the experiment

are to be a seasonally adjustable collector tilt and testing of a new generation of absorption air conditioners. After a brief description of the proposed experiment, the proposal contains forms filed by the architects and engineers, and letters from U.S. senators, congressmen from Georgia, and others in favor of the project. The appendices contain illustrations of the site location, architectural plans, and descriptions of computer programs to be used in the experiment. (MLF)

**ED 131 598 EA 008 927**  
**Vandalism Survey and Report. Suburban Cook County School Districts.**

Educational Service Region of Cook County, Chicago, Ill.

Report No.—RR-3217  
 Pub Date Aug 74

Note—15p.; Not available in hard copy due to light print of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Electronic Equipment, Elementary Secondary Education, Expulsion, Police School Relationship, School District Spending, \*School Statistics, School Surveys, \*School Vandalism, Security, \*Suburban Schools, Suspension  
**Identifiers—\***Illinois (Chicago), \*Illinois (Cook County)

The statistics on vandalism compiled in this report were obtained from a survey of all 717 schools in suburban Cook County and give a broad overview of the extent, frequency, and financial costs incurred as a result of vandalism in the schools. The survey includes information on methods of protection and surveillance such as security personnel, mechanical and electronic protection systems, and fire alarm and heating system monitoring; specific information on accidental and deliberate vandalism inside and outside school buildings; hazards such as accidental and deliberate fires, explosions and floods; expulsions, suspensions, and police referrals as a result of apprehended vandals; and the approximate costs to school districts for all vandalism. (Author/MLF)

**ED 131 599 EA 008 928**  
**School Staff Reductions: Teaching and Support Personnel. Cook County Suburban Public School Districts.**

Educational Service Region of Cook County, Chicago, Ill.

Report No.—RR-4000  
 Pub Date 76

Note—51p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Declining Enrollment, Elementary Secondary Education, \*Job Layoff, \*Professional Personnel, \*School Closing, School Surveys, Tables (Data), Teachers, Tenure  
**Identifiers—\***Illinois (Cook County)

This report examines the extent and reasons why teaching and nonteaching professionals in the Cook County suburban public schools have been released from their responsibilities for the 1976-77 school year. The report is based on a survey of every elementary and secondary school district in suburban Cook County requesting data on dismissal notices and nonrenewal of contracts of tenured and nontenured staff for the 1976-77 school year. Results of the survey indicate that reductions in staff are extensive in Cook County public schools due to declining enrollments, rising costs, and reduced school revenue. (Author)

**ED 131 600 EA 008 933**  
**The School District Budget . . . Its Preparation & Management. Revised.**

California School Boards Association, Sacramento.

Pub Date Nov 76  
 Note—64p.; Occasional pages may not reproduce clearly due to small print; For a related document, see ED 125 049

Available from—California School Boards Association, 800 9th Street, Suite 201, Sacramento, California 95814 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Boards of Education, \*Budgeting, \*Budgets, Educational Finance, Elementary Secondary Education, Program Budgeting, Records (Forms), School Law, School Systems  
**Identifiers—\***California

This document has been prepared for school board members and other school and community people who do not have an extensive background

in business or school finance. It is written in a format that makes it easy to read and easy to reference specific topics. Each topic is covered in a two-page set with a description on one page and a graphic or summary presentation on the facing page. The document is written in laymen's terms but, to ensure complete understanding, a glossary of often-used terms is included in the last chapter. The document is divided into four chapters that cover all aspects of the school district budget. The budget itself is described in terms of history, theory, and structure. The budget development process is then covered, followed by a description of the required legal documentation. Samples of documents are provided. Finally, there is a discussion of budget management, which is necessary for successful fiscal accountability. (Author/IERT)

**ED 131 601 EA 008 934**

*Blauvelt, Peter D.*  
**Understanding Vandalism.**

Pub Date Jul 76

Note—15p.; Adapted from the forthcoming book by S.D. Vestermark, Jr. and Peter D. Blauvelt, "The Effective School Security Program" (West Nyack, N.Y. and Englewood Cliffs, N.J.: Parker Publishing Company and Prentice-Hall, Inc.)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Change Strategies, \*Classification, Costs, Elementary Secondary Education, Group Relations, \*Prevention, Public Facilities, \*School Vandalism, Security, Social Problems, Social Psychology

All types of school vandalism have a monetary cost, but they also have a social cost. Monetary costs are arrayed against social costs, giving four basic types of vandalism according to the major effects vandalism can have, regardless of motive. Prevention priorities should be established to control the two types of vandalism with high social cost, then vandalism with high monetary cost and low social cost. The least effort should be expended to control vandalism with both low monetary and social cost. Control strategies depend on controlling access to the school by making it a place that in some sense is continuously occupied by some form of human or mechanical presence that will deter or respond to the vandal. (Author/MLF)

**ED 131 602 EA 008 935**

*Brookover, Wilbur B. And Others*

**Elementary School Social Climate and School Achievement.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Grant—NIE-G-74-0020

Note—55p.; Paper presented at the Annual Meeting of the American Sociological Association (71st, New York, New York, August 30-September 3, 1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Academic Achievement, Administrator Attitudes, \*Educational Environment, Elementary Education, Multiple Regression Analysis, Racial Composition, \*Self Concept, \*Social Influences, Socioeconomic Status, Student Attitudes, Students, Tables (Data), Teacher Attitudes

**Identifiers—\***Michigan

The basic theory underlying this research is that the behavior of children in school, especially their achievement in academic subjects, is a function in part of the subculture of the school. It is hypothesized that each school has a set of norms, evaluations, and expectations characterizing the achievement expected of students in general and of various student subgroups in particular. Although different norms, expectations, and evaluations applied to various groups and individuals account for some variation within the school, it is hypothesized that there are also differences in school social systems that explain differences in achievement among schools. The first and foremost general conclusion derived from this research is that some aspects of school social environment clearly make a difference in the academic achievement between schools. The socioeconomic and racial composition of the schools explain a significant portion of the variance in mean achievement between schools, but the social-psychological and normative variables that were identified clearly contribute an additional portion of the explanation of the variance

in mean school achievement. It was also determined that racial and socioeconomic composition alone are not an adequate description of the elementary school environment. (Author/IRT)

**ED 131 603** EA 008 936

Hageny, William J.

**School Law: Handbook for School Board Members.** A Handbook of Information on New York State Education Law, Regulations and Decisions of the Commissioner of Education, and Other Laws and Legal Opinions Relating to Education. For the Guidance of School Administrators and Boards of Education in New York State.

New York State School Boards Association, Albany.

Pub Date 76

Note—276p.

Available from—New York State School Boards Association, 111 Washington Avenue, Albany, New York 12210 (\$6.95)

**Document Not Available from EDRS.**

**Descriptors**—Administrative Personnel, Bibliographies, \*Boards of Education, Curriculum, Educational Finance, \*Educational Legislation, Elementary Secondary Education, Higher Education, Intermediate Administrative Units, \*School Law, School Superintendents, State Aid, \*State Legislation, Students, Student Transportation, Teachers

**Identifiers**—\*New York

In simple and readily available form, this handbook provides boards of education with the laws and regulations governing central school districts, union free schools, and city schools. It should save both time and unnecessary mistakes and give the board an understanding of the legal framework on which the school rests so that the board can proceed with confidence. The handbook contains chapters entitled "Annual School District Meeting," "Annual School District Elections," "Boards of Education," "School District Officers," "The District Superintendent," "Teachers," "School Pupils," "Assessment and Collection of Taxes," "School Buildings and Facilities," "School Insurance," "School Curricula," "State Aid," "Transportation," "Civil Service," "Centralization, Consolidation, Annexation," "Boards of Cooperative Educational Services," "Local Finance Law," "City School Law," "Social Security," "General Information," and "Public Employees Fair Employment Act." A bibliography on educational law is also included. (Author/IRT)

**ED 131 604** EA 008 937

**Students' Rights and Responsibilities in the Department of Defense Dependents Schools System.**

Dependents Schools (DOD), Washington, D.C.

Report No.—DS-Manual-2050.1

Pub Date 20 Oct 76

Note—15p.; For a related document, see ED 109 776

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Elementary Secondary Education, Foreign Countries, \*Guidelines, \*Student Responsibility, \*Student Rights, Student School Relationship

**Identifiers**—\*Department of Defense Dependents Schools

These guidelines present in outline form the rights and responsibilities of elementary and secondary students enrolled in Department of Defense Dependents Schools. The guidelines are statements of principle. The laws and customs of host nations and the general authority of local U.S. military commanders will determine how these guidelines are applied. This volume defines student rights and responsibilities in the areas of freedom of expression, personal appearance, student government and involvement, school property and facilities, student records, search and seizure, student discipline, and the use of community resources. (DS)

**ED 131 605** 95 EA 008 990

Stromquist, Nelly; Penaloza, Johnson, Rudolph  
**Who Participates: A Field Study of Participation in Planning in a School District.**

Palo Alto Unified School District, Calif.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jul 76

Grant—NE-6-00-3-0178

Note—101p.; For a related document, see ED 122 354

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Administrative Personnel, \*Citizen Participation, \*Educational Planning, Elementary Secondary Education, Organization, \*Parent Participation, \*Participant Characteristics, Policy Formation, Questionnaires, Role Perception, \*Student Participation, Tables (Data), \*Teacher Participation  
**Identifiers**—\*Palo Alto Unified School District CA

This paper examines educational participation as a process. It centers on educational participation as a behavioral act because outcomes are not independent of the actors who shape them. A knowledge of who participates and why they do so should help in understanding and predicting change in educational institutions. This research effort attempts to analyze the effect of selected antecedent and concurrent variables on participation in participatory educational planning. This particular vehicle for educational participation has two significant features: it is a form of involvement that allows people to participate at the policy level (making policy decisions via long- and medium-range planning proposals) and is an easily accessible form of participation. The first chapter deals with participation in education generally and seeks to provide the context for subsequent examination of participation in planning. Chapter 2 provides the theoretical framework for this study. In it are included the research design and operationalization of variables. The two subsequent chapters describe and analyze findings. Four groups of participants (parents, teachers, students, and administrators/nonteaching staff) are given separate attention. Chapter 5 brings together the major findings and discusses some of the implications. A detailed methodological section is provided in the appendix. (Author/IRT)

## EC

**ED 131 606**

EC 082 960

**A Coordinated Community Approach to Physical Education and Recreation for the Handicapped. Final Report of the Special Project.**

New York State Education Dept., Albany, Div. for Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Training Programs.

Bureau No.—H213260-B

Pub Date Aug 75

Grant—OEG-0-72-4303

Note—263p.; Some pages may reproduce poorly due to legibility of original

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

**Descriptors**—Community Resources, \*Cooperative Programs, Demonstration Projects, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, \*Physical Education, \*Recreation, Regional Programs, \*State Programs

**Identifiers**—\*New York

Presented is the final report of a special 2-year project to provide coordinated community services in the area of physical education and recreation for the handicapped in New York State. Described are activities for the following project objectives: development of a mechanism to achieve more cooperative planning, programming, and servicing at the local and state levels; identification of the priority needs of the handicapped; the expansion and diversification of training opportunities for personnel; improvement of teacher competencies and existing programs; initiation of new programs; and improvement of local, regional, and state communications. Noted are use of the state level Planning and Development Team and the Regional Task Force Committee. The major portion of the document consists of appendices such as a chronology of project activities, summaries of various conference proceedings, a listing of teacher competencies, and public awareness materials. (DB)

**ED 131 607**

EC 091 800

Culatta, Barbara  
**A Conceptually Based Approach to Teaching Language to Retarded Children.**

Pub Date Apr 76

Note—13p.; Paper presented at the Kentucky Interdisciplinary Conference on Linguistics

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Concept Teaching, Exceptional Child Education, \*Language Development, \*Mentally Handicapped, \*Teaching Methods

Emphasized is the need to establish the functional use of language symbols as the ultimate goal of teaching language to retarded children. Theoretical support for implementation of a conceptually based language teaching program is presented along with procedures for structuring the child's environment to ensure the attachment of conceptual symbols. Five specific variables (which include decreasing the distracting stimuli), experimentally shown to influence concept learning, are presented as concept teaching strategies. Each of the five strategies serves to highlight the perceptual similarities in surrounding events. It is noted that in this program the child is presented with exaggerated examples of a concept at the same time he is exposed to the word used to symbolize that concept; thus, the child learns both the concept and the language symbol at the same time. (Author/SBH)

**ED 131 608**

EC 091 801

Wedge, Peter

**National Children's Bureau: A Profile.**

National Children's Bureau, London (England).

Pub Date 76

Note—7p.; Item 1 of 11 in SET 76, No. 1, a research information kit for teachers

Available from—Test and Book Sales Division, NZCER, P.O. Box 3237, Wellington, New Zealand (3.NZ issue, 5.NZ/set, individual items sold in lots of 10 or more, 50c.NZ)

**Document Not Available from EDRS.**

**Descriptors**—\*Child Welfare, Foreign Countries, \*General Education, \*Professional Services, Publications, \*Research Projects

Described in the pamphlet are the workings of the National Children's Bureau, an interdisciplinary organization concerned with all aspects of children's needs—health, education, development—in the family, school, and society. Brief sections are addressed to the Bureau's objectives, research projects, and financial support; specific studies (such as the 1958 Perinatal Mortality Survey); the Bureau's Information Service; the Children's Centre; and Bureau publications. (SBH)

**ED 131 609**

EC 091 803

Schiefelbusch, Richard L.; Lent, James R.

**Programmatic Research to Develop and Disseminate Improved Instructional Technology for Handicapped Children. Final Progress Report, February 1, 1972 to January 31, 1973.**

Kansas Univ., Lawrence. Bureau of Child Research.; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No.—26-2364

Pub Date 31 Jan 73

Grant—OEG-0-71-0449(607)

Note—88p.; For related information, see EC 091 804-805

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Annual Reports, Articulation (Speech), Behavioral Objectives, Behavior Development, \*Curriculum Development, Exceptional Child Education, \*Handicapped Children, \*Instructional Programs, \*Mentally Handicapped, \*Multimedia Instruction, \*Research Projects, Self Care Skills, Systems Analysis, Systems Approach

**Identifiers**—\*Project MORE

Presented is an annual progress report of Project MORE (Mediated Operational Research for Education), a research project developing multimedia instructional programs aimed at specific behavioral deficits among handicapped children, with emphasis on self-care skills for the mentally retarded and articulation therapy in public schools. Major activities and accomplishments, problems, significant findings and events, dissemination activities, capital equipment acquisitions, data collection, other activities, staff utilization, and future activities planned for the next reporting period are recorded for each of four areas of the project: Curriculum Materials for the Mentally Retarded; Research, Development, and Dissemination of Programs for Improved Instructional Technology for Articulation Therapy in Public Schools; Media Support Services; and Systems Analysis. Data provided includes pre- and post-test results of such self-care skills programs as feminine shaving and face shaving, and findings resulting from studies of such programs

as the stimulus shift generalization program, the parent-aided paraprofessional program, and the resource development program. (IM)

**ED 131 610** EC 091 804

Schiefelbusch, Richard L.; Lent, James R.  
**Programmatic Research to Develop and Disseminate Improved Instructional Technology for Handicapped Children.** Quarterly Progress Report, October 1, 1973 to January 31, 1974.

Kansas Univ., Lawrence. Bureau of Child Research; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—26-2364

Pub Date 31 Jan 74

Grant—OEG-0-71-0449(607)

Note—65p.; For related documents, see EC 091 803-805

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Articulation (Speech), Behavioral Objectives, Behavior Development, \*Curriculum Development, Exceptional Child Education, \*Handicapped Children, \*Instructional Programs, \*Mentally Handicapped, \*Multimedia Instruction, \*Reports, \*Research Projects, Self Care Skills, Systems Analysis, Systems Approach Identifiers—\*Project MORE

Presented is a quarterly progress report of Project MORE (Mediated Operational Research for Education), a research project developing multimedia instructional programs aimed at specific behavioral deficits among handicapped children, with emphasis on self-care skills for the mentally retarded and articulation therapy in public schools. Major activities and accomplishments, problems, significant findings and events, dissemination activities, capital equipment acquisitions, data collection, other activities, staff utilization, and future activities planned for the next reporting period are recorded for each of four areas of the project: Curriculum Materials for the Mentally Retarded; Research, Development, and Dissemination of Programs for Improved Instructional Technology for Articulation Therapy in Public Schools; Media Support Services; and Systems Analysis. Included is a copy of the January, 1974, MORE newsletter. Appended are the vitae of three staff members. (IM)

**ED 131 611** EC 091 805

Schiefelbusch, Richard L.; Lent, James R.  
**Programmatic Research to Develop and Disseminate Improved Instructional Technology for Handicapped Children.** Quarterly Progress Report, February 1, 1974 to June 1, 1974.

Kansas Univ., Lawrence. Bureau of Child Research; Parsons State Hospital and Training Center, Kans.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Bureau No.—26-2364

Pub Date 1 Jun 74

Grant—OEG-0-71-0449(607)

Note—92p.; For related documents, see EC 091 803-804

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Articulation (Speech), Behavioral Objectives, Behavior Development, \*Curriculum Development, Exceptional Child Education, \*Handicapped Children, \*Instructional Programs, \*Mentally Handicapped, \*Multimedia Instruction, \*Reports, \*Research Projects, Self Care Skills, Systems Analysis, Systems Approach Identifiers—\*Project MORE

Presented is a quarterly progress report of Project MORE (Mediated Operational Research for Education), a research project developing multimedia instructional programs aimed at specific behavioral deficits among handicapped children, with emphasis on self-care skills for the mentally retarded and articulation therapy in public schools. Major activities and accomplishments, problems, significant findings and events, dissemination activities, capital equipment acquisitions, data collection, other activities, staff utilization, and future activities planned for the next reporting period are recorded for each of four areas of the project: Curriculum Materials for the Mentally Retarded; Research, Development, and Dissemination of Programs for Improved Instructional Technology for Articulation Therapy in Public Schools; Media Support Services; and Systems Analysis. Appended are the vitae of

three staff members, and a technical report titled "Instructional Program Evaluation: Goodness of Fit Between Questions and Instruments" (I. Keilitz). (IM)

**ED 131 612** EC 091 807

Hamilton, Jane C., Ed.; Segal, Robert M., Ed.  
**A Consultation-Conference on the Gerontological Aspects of Mental Retardation.**

Michigan Univ., Ann Arbor. Inst. for the Study of Mental Retardation.

Spons Agency—Administration on Aging (DHEW), Washington, D.C.

Pub Date Apr 75

Grant—90-A-291-01

Note—159p.; ISMMRD Conference Proceedings (Ann Arbor, Michigan, April 8-10, 1975)

Available from—University of Michigan, Institute for the Study of Mental Retardation and Related Disabilities, Ann Arbor, Michigan 48104 (\$4.00)

**Document Not Available from EDRS.**

Descriptors—Conference Reports, Emotional Adjustment, Financial Needs, \*Geriatrics, Health Needs, Housing Needs, Interdisciplinary Approach, \*Mentally Handicapped, \*Needs Assessment, Older Adults, Social Life

Presented are the proceedings of a 1975 conference on the aged mentally retarded which focused on the following needs: health and medical needs, emotional and social needs, housing needs, and financial needs. Explained is the design and use of a workbook distributed to participants prior to the conference. The delivery of services on the state and local levels was considered in two papers with the following titles and authors: "On Aging and Mental Retardation" (S. Kriger), and "The Role of the Practitioner in Serving the Elderly" (M. Allardice and V. Crowthers). Noted are such conference objectives as the provision of an interface between professionals in the fields of gerontology and mental retardation. Summarized are results of workshops which considered the following issues: definitions, income provision and maintenance, social and emotional needs, transportation, vocational and avocational needs, health maintenance, and options in living arrangements. Three papers are included on issues concerning the delivery of services on a national level from the perspectives of the social rehabilitation services, the President's Committee on Mental Retardation, and the Administration on Aging, respectively. Conference evaluation results are reported to have been primarily positive. Appended are such items as the conference program and a list of conference participants. (DB)

**ED 131 613** EC 091 825

**Teacher Preparation for the Visually Handicapped in Puerto Rico and the Virgin Islands.**

Puerto Rico Univ., San Juan. Coll. of Education.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—119.051B

Pub Date 74

Grant—OEG-0-71-4139

Note—180p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Demography, Discriminatory Attitudes (Social), \*Educational Needs, Elementary Secondary Education, \*Incidence, manpower Needs, Negative Attitudes, Program Evaluation, \*Puerto Ricans, Spanish Speaking, \*Teacher Education, \*Visually Handicapped Identifiers—\*Virgin Islands

Presented is the report of a project to train teachers of the visually handicapped in Puerto Rico and the Virgin Islands. Stressed are differences in demographic patterns and needs between the continental United States and the Caribbean islands. Results of a review of demographic data and a survey of Puerto Rico revealed a higher (than in the U.S.) incidence of severe visual handicaps, the presence of predominantly negative attitudes toward the visually handicapped, and the need for more adequate facilities and trained personnel. A prototype educational program for the visually handicapped is proposed which would provide direct educational services to visually handicapped children through service centers and would also contain a manpower training component and a materials production and research center. The main objective of the Virgin Islands phase (the stimulation of education officials to develop a training program and educational services for the visually

handicapped) is reported to have been achieved. Results of a survey in the Virgin Islands to determine incidence of visual handicaps and a description of a 2-week teacher training workshop are given. Appended are such items as a report on visual impairment among Puerto Rican public school children, a report of a study to determine the adequacy of the Snellen E screening test in the Puerto Rican school system, a list of government and private agencies serving the blind in Puerto Rico, and an attitude questionnaire. (DB)

**ED 131 614** EC 091 827

Pulvino, Charles J. And Others  
**Laboratory Counseling Programs: Counseling and Program Development for Gifted.**

Wisconsin Univ., Madison. Research and Guidance Lab. for Superior Students.

Pub Date 76

Note—120p.

Available from—University of Wisconsin, Research and Guidance Laboratory, Educational Science Building, 1025 E. Johnson Street, Madison, Wisconsin 53706 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$6.00 Plus Postage.**

Descriptors—Case Studies, Consultation Programs, Counseling, \*Counseling Centers, \*Educational Methods, Exceptional Child Research, \*Gifted, \*Guidance Services, \*Resource Guides, Senior High Schools, \*State Programs Identifiers—\*Wisconsin

Summarized are programs and research projects for gifted high school students conducted by the Research and Guidance Laboratory at the University of Wisconsin (Madison). Noted is the laboratory's role as a center for development and demonstration of counseling, guidance, and educational methods which have been used with 3,500 gifted students in Wisconsin high schools. Research projects and papers developed by the laboratory are cited and sometimes summarized. Test data and trends from 1965 to 1976 are presented graphically. The development of the longitudinal case study is explained and a sample given. Considered are the following aspects of counseling and guidance of the gifted at the laboratory: identification, counseling the gifted student, career development, and curriculum planning. Guidance questionnaires and discussion topics are given. Noted is the role of laboratory staff in providing consultation services to local high schools and in the development of inservice training packages. Appended are a list of projects in individual high schools, a list of resources (national and state), and a bibliography. (DB)

**ED 131 615** EC 091 828

Essigs, Charles Engle, Joseph S.  
**Special Education Methods for Funding Special Education: A Model for Analysis and Comparison.**

Report No.—SP-1063-75-1

Pub Date 76

Note—136p.

Available from—Joseph S. Engle, 1541 E. Waverly, Tucson, Arizona 85719

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Conceptual Schemes, \*Cost Effectiveness, \*Educational Finance, Elementary Secondary Education, Exceptional Child Education, Expenditures, \*Financial Problems, \*Handicapped Children, Literature Reviews, \*Models, School Funds, \*Special Education, State Aid Identifiers—\*Arizona

Funding problems in special education are examined and a model for developing an appropriate funding model is described, with particular emphasis on funding special education in Arizona. In an introductory chapter, the funding problem is reviewed nationally and in the state of Arizona; and the problem is summarized into questions which involve the amount of money needed and the source of funds, the method of cost analysis to determine costs and distribution of available funds, and the selection of special education programs to be developed and funded. Reviewed in chapter 2 are the National Education Finance Project and the Report by the Management Analysis Center for the Bureau of Education for the Handicapped, and proposed is a format for examining special education costs which shows the interrelationship of the three components-type of handicap, severity of handicap, and delivery method—in a three-dimensional configuration. Fiscal data relating to the growth of special education programs in Arizona

are presented, changes in state funding policies are analyzed, and available statistics on expenditures for special education in the state are summarized in chapter 3. A final chapter contains a format for the determination of an appropriate funding method which follows the following sequence: (1) identification of general educational purposes, (2) development of an appropriate funding method, and (3) articulation of specific procedures attending the developed funding method. Appendices include forms and procedures for the analysis of state special education reimbursement patterns and the analysis of special education expenditures, state regulations relating to special education budgeting for 1974-75, and a format for computing excess cost of special education in Arizona. (SBH)

**ED 131 616** EC 091 829

**Parentspeak on Gifted and Talented Children.**

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Pub Date Jan 76

Note—67p.

Available from—Ventura County Superintendent of Schools, Ventura, California 93001 (\$2.25)  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Educational Legislation, Elementary Secondary Education, Exceptional Child Education, \*Gifted, \*Parent Associations, \*Parent Role, \*Parent School Relationship, Preschool Education, \*Talent Development, \*Talented Students

**Identifiers—\*Parent Materials**

Several subjects of interest to parents are covered in the collection of six chapters authored by parents of gifted and talented children. In "The Future Belongs to Those Who Prepare for It" by D. McCartney, reasons for paying special attention to the education of the gifted and talented are pointed out. Recounted in a second chapter—entitled "Pushy Parents' Working for Gifted and Talented" by K. Wood—are a father's practical solutions to many of the problems caused by community opposition to the education of gifted and talented children. Political action in the field of legislation for educational programs is the topic of "How 'Organized Persuasion' Works for the Gifted in Public Education" by C. Nathan. An outline of guidelines for organizing statewide and local groups is presented in the chapter "Are You an 'Only' Organize for the Gifted and Talented?" by K. Coffey. A final chapter—"Practical Hints for Parents of Gifted Children" by G. Ginsberg—provides a list of 20 suggestions for home life with the gifted child. Appended exhibits include an outline of the qualities of gifted children in the preschool and elementary school years, a table of mini-courses sponsored by the Gifted Children's Association of San Fernando Valley for children from preschool to senior high school level, a community resource form for parent organization, and a description of suggested permanent committees for parent organization. (SBH)

**ED 131 617** EC 091 830

*Olivero, James L. Sato, Irving S.*

**PAB Conference Report and Followup. Brief Number 1.**

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C. Office for Gifted and Talented.

Pub Date Sep 74

Note—41p.

Available from—Ventura County Superintendent of Schools, Ventura, California 93001 (\$2.00)  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Boards of Education, \*Conference Reports, Elementary Secondary Education, Exceptional Child Education, \*Gifted, Parents, School Administration, \*Talented Students  
Identifiers—\*Parents Administrators Board Members

Presented is the conference report and followup of PAB (Parents-Administrators-Board Members), a team of people concerned about a cooperative approach for meeting the challenges of gifted and talented students. The background and history of PAB, the procedures in planning the conferences, a description of the conference format, and suggestions for future action are

covered in section 1 of the document. The remainder of the booklet contains appended material which includes a copy of the pre-conference announcement, a pre-conference work sheet, a sample evaluation questionnaire, an information sheet, and a copy of the PAB program. (SBH)

**ED 131 618** EC 091 831

*Trefinger, Donald J. Curl, Clifford D.*

**Self-Directed Study Guide on the Education of the Gifted and the Talented.**

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Note—198p.

Available from—Ventura County Superintendent of Schools, Ventura, California 93001 (\$6.00)  
**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Autoinstructional Aids, Bibliographies, Cognitive Development, \*Creativity, Cultural Differences, Definitions, Educational Methods, Educational Needs, \*Educational Programs, \*Gifted, Intelligence Tests, Maturity, Parent Role, Resource Guides, \*Student Characteristics, Study Guides, \*Talent Identification, Teacher Education, Theories

Intended for parents and educators, the self-directed study guide provides objectives, resources, and quizzes on the education and creative development of gifted and talented youth. Contained in each of the 19 topic guides are the following components: topic organizer, minimum content objectives, topic rationale, preinstructional self-quizz, bibliography, recommended projects and activities, and a final self-quizz. Presented in Unit I are topic guides on a general introduction, nature and measurement of intelligence, and intellectual development. Unit II provides guides to aspects of gifted and talented education: student characteristics, student problems, student identification, cultural differences, instructional procedures, educational programs, parental roles, and evaluation procedures. Unit III, on creativity, contains guides to the following topics: theories and definitions, identification and measurement, characteristics, social and cultural influences, educational programs, the teacher's role, design of instruction, and educational innovations. Answer keys to the preinstruction quizzes are provided in the back of the handbook. (PT)

**ED 131 619** EC 091 832

*Fitzgerald, Ellen J., Ed. And Others*

**The First National Conference on the Disadvantaged Gifted.**

National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 75

Note—67p.; Papers presented at the National/State Leadership Training Institute on the Gifted and the Talented (1st, Ventura, California, March 24-25, 1973)

Available from—Ventura County Superintendent of Schools, Ventura, California 93001 (\$4.95)  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Conference Reports, Cultural Differences, Disadvantaged Youth, Economically Disadvantaged, Federal Aid, Females, \*Gifted, \*Program Evaluation, \*Rural Education, \*Student Characteristics, \*Talent Identification  
Identifiers—Disadvantaged Gifted

Summarized are 19 presentations given at the first annual National Conference on the Disadvantaged Gifted held March 24-25, 1973. Emphasized is the effect of identification procedures, program provisions, and research and evaluation on (1) economically deprived gifted students, (2) culturally different gifted students, (3) female gifted students, and (4) gifted students in rural communities. Provided are summaries of papers by the following persons: A. Arnold, A. Baldwin, J. Ballinger and D. Schreengost, E. Bernal, C. Bruch, T. Epley, P. Farrell, E. Fitzgerald, J. Gallagher, J. Gowen, A. Hatch, D. Jackson, M. Meeker, B. Mitchell and E. Dodson, S. Moreno, J. Renzulli, I. Sato, D. Sisk, and C. Stallings. Part I, on identifying the disadvantaged gifted student, gives summaries on three topical areas: the characteristics of disadvantaged gifted students, specific suggestions for identification programs, and recent research on identifying the

disadvantaged gifted student. Papers or two topical areas (administrative provisions for programs for the disadvantaged gifted and program adjustment for culturally different gifted) are summarized in Part II. Provided in Part III are summaries of programs for the disadvantaged gifted and insights into the issues surrounding evaluation models and their implementation. (PT)

**ED 131 620**

EC 091 833

*Johnson, Barbara, Ed.*

**New Directions for Gifted Education. Brief No. 3.**  
National/State Leadership Training Inst. on the Gifted and Talented, Los Angeles, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Mar 76

Note—78p.; Report on Bicentennial Midyear Leadership Training Institute (Kansas City, January 26-27, 1976)

Available from—Ventura County Superintendent of Schools, Ventura, California 93001 (\$2.50)  
**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Conference Reports, \*Counseling, Creative Expression, \*Creativity, Curriculum, Educational Innovation, \*Educational Trends, \*Gifted, \*Leadership, \*Mass Media, National Organizations, Public Opinion, Theater Arts, Visual Arts

Contained in the conference report of the Bicentennial Midyear Leadership Training Institute are general conference information and seven papers which focus on media assistance for public awareness of gifted children's needs and new directions in the arts, creativity, leadership, curriculum, and counseling for the gifted. Provided are transcripts of the following presentations: "Creativity and the Gifted" (F. Barron); "Innovations in Education-Curricula for the Gifted and Talented" (D. Della-Dora); "How Media Can Assist in Raising Public Consciousness About the Education of the Gifted" (R. Ewing); "Educational Leadership-Its Responsibilities to the Gifted and Talented Student" (N. Hall); "The Power of Public Opinion" (R. Pearman); "Guidance and Counseling and the Gifted and Talented" (D. Severson); and "The Performing and Visual Arts and the Gifted and Talented" (M. Wolf). Pointed out at the end of each contribution are the consultant's address, biography, and photograph. Descriptions of associations represented at the institute, remarks made by an eighth consultant (C. Palmer) in dialogue sessions, an evaluation of the program by the participants, and a list of the conference participants are found in the report. (PT)

**ED 131 621**

EC 091 834

*Blatt, Burton, Ed.*

**Media Reviews.**

Council for Exceptional Children, Reston, Va.

Pub Date 76

Note—163p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Book Reviews, Exceptional Child Education, \*Gifted, \*Handicapped Children, Historical Reviews, \*Literature Reviews, \*Publications, Reference Books, Research Reviews (Publications), Special Education

Intended for persons working with handicapped and gifted students, the publication presents reviews, by professionals in their respective areas, of 56 books on various topics related to special education. Covered are such conditions of exceptionality as intellectually gifted, behavior problems, learning disabilities, auditory and visual disorders, mental retardation, social and cultural disadvantage, autism, developmental disabilities, emotional disturbance, speech disorders, and dyslexia. Several areas of interest are included, such as open classrooms, behavior modification, childhood psychosis, adolescent psychiatry, counseling, sex education, early childhood education, parent training, school intervention, and music therapy. (IM)

**ED 131 622**

EC 091 835

*Bothwell, Hazel*

**2.5 Million Children: The Invisible Handicap of Hearing Impairment.**

Council for Exceptional Children, Reston, Va. Information Center on Exceptional Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Note—39p.; Imprint Series

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091, Product No. 144 (\$4.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Aurally Handicapped, Conceptual Schemes, Deaf, \*Delivery Systems, \*Demography, Demonstration Projects, Evaluation Needs, Exceptional Child Education, Hard of Hearing, Identification, Language Development, Models, \*Needs Assessment, Problems, \*Program Descriptions, Program Development, Regional Programs, \*Student Evaluation

The document reports the major problems faced by school administrators in dealing with the handicap of hearing impairment in children, with the intent to stimulate improvements in methods of assessing the needs of this population and in systems of delivery of services. The first section on the problem of misunderstanding hearing impairment in children, covers the importance of language acquisition, severity of the language learning problem, differences in behavioral characteristics of hearing impaired children, and audiological terminology in relation to educational needs of children. Presented in the second section on identification services are statistical information on the magnitude of hearing impairment problems (including numbers and needs of the population by state) and descriptions of some current programs. The third section covers the problem of educational evaluation services and reports some model programs in evaluation and services as well as the role of the regional resource centers. Additional areas discussed are the training of needed personnel and the need for educational reform, with examples of regional programming and a description of the components necessary in a regional program. (IM)

**ED 131 623 EC 091 836**

**Teacher Idea Exchange: A Potpourri of Helpful Hints.**

Council for Exceptional Children, Reston, Va.

Pub Date 76

Note—198p.; Reprinted from *Teaching Exceptional Children*, Volumes 1-7

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091, Product No. 139 (\$5.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Class Activities, Classroom Materials, Elementary Secondary Education, Exceptional Child Education, \*Gifted, \*Handicapped Children, \*Instructional Aids, Instructional Materials, Preschool Education, \*Resource Materials, \*Teacher Developed Materials

Reprinted from "Teaching Exceptional Children" (Volumes 1 through 7), and presented on individual cards suitable for filing, are 103 ideas from the Teacher Idea Exchange (TIX)—helpful hints for teachers of handicapped or gifted children from preschool through secondary level. Each TIX is numbered and identified by title, author, and those indexing topics which best describe its contents in terms of curriculum area, skills or cognitive processes developed, type of material, ability level needed to use the materials, and special characteristics. Included is an index card which refers to the TIX numbers on the cards and covers the topics used as descriptors on the cards, such as the following: audiovisual aids, behavior change, communication skills, enrichment, games, individualized instruction, learning disabilities, motor development, phonetics, reading skills, self care skills, trainable mentally handicapped, and vocational education. (IM)

**ED 131 624 EC 091 837**

**Miner, James A.**

**Elementary Versus Special Education Teachers' Perceptions in Handling Learning, Behavior, and Neurological Problems. Final Report.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Report No.—G00-75-00360

Pub Date May 76

Note—263p.; Ed. D. Dissertation, University of South Dakota

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

**Descriptors—**\*Behavior Problems, Elementary Education, Emotionally Disturbed, Exceptional Child Research, \*Learning Disabilities, \*Neurologically Handicapped, Questionnaires, \*Role Perception, \*Self Evaluation, \*Special Education Teachers, Teachers, \*Teaching Skills

Presented is the final report of a field survey involving 140 teachers which was conducted to determine whether elementary teachers, as compared to special education teachers, feel adequate in teaching children who exhibit learning, behavior, and neurological problems. Sections in chapter 1 address the need for the study, a statement of the problem, questions to be answered, delimitations, definitions, and an overview of study procedures. A review of the literature (chapter 2) notes that problems identified on the basis of teacher perception tend to be indicative of future academic performance of the child and of the need for some type of special education service. Study procedures are discussed in detail in chapter 3 on the theory and rationale of the survey instrument, selection of the items for the instrument, the field test of the instrument, and the teacher survey. Tables are provided in chapter 4 on the statistical analysis of teacher responses. Results are summarized in chapter 5 as concluding that the teachers feel relatively adequate about the instructional approaches they report they would use for children exhibiting symptoms within each problem area; however, as teachers experience failure in assisting a child with problems, the likelihood for requesting assistance for special service increases. Appended material includes a copy of the self-report needs survey, the letter for the second follow-up questionnaire, eight item groups used during the field-test phase, and tables with raw data. (SBH)

**ED 131 625**

**Program in Special Education. Special Project Report: Alternate Strategies of Preparation for Teachers of Preschool Multiply Handicapped Children. July 1, 1973 to June 30, 1974.**

City Univ. of New York, N.Y. Hunter Coll.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Jun 74

Grant—OEG-0-72-252

Note—103p.; Best Available Copy

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**Conceptual Schemes, Curriculum Development, \*Models, \*Multiply Handicapped, Preschool Education, Program Descriptions, \*Teacher Education

Information on the model for alternate strategies to prepare teachers of preschool multiply handicapped children is excerpted from the original proposal. The development of the preparation model is noted to depend on successful completion of three processes: needs identification, transformation to a program, and evaluation. The project's second continuation year activities, problems, and findings are outlined for the intensive study, work study, continuing education, and college-agency cooperation models. The bulk of the document consists of appended materials which include an outline of the requirements, schedules, and objectives of two training seminars; a description of the steps involved in the practicum process; a list of agencies involved in the special project; sample interview and evaluation forms; a table on competencies for teachers of preschool handicapped children; an outline of the module cluster titled "How Handicaps Affect Preschool Children"; and a description of the revised module on perception and the preschool handicapped child. (SBH)

**ED 131 626**

**Budoff, Milton And Others Procedural Due Process: Its Application to Special Education and Its Implications for Teacher Training. RIEP Print No. 101.**

Research Inst. for Educational Problems, Cambridge, Mass.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Div. of Innovation and Development.

Pub Date Aug 76

Grant—G00-75-02322

Note—55p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, California, April 19-23, 1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Child Advocacy, Civil Liberties, \*Court Cases, Court Role, \*Due Process, Elementary Secondary Education, \*Federal Legislation, Grievance Procedures, \*Handicapped Children, Instructional Staff, Lawyers, Parent Role, Research Projects, Teacher Role Identifiers—Massachusetts, \*Public Law 94-142

Legal aspects relating to the application of procedural due process safeguards to special education are surveyed, the requirements of P.L. 94-142 are pointed out, state response to these safeguards are described, and the extent to which the adversarial hearing system has facilitated appropriate education is reported. Particular emphasis is placed on the landmark consent decree in the federal cases of Pennsylvania Association of Retarded Children v. Commonwealth of Pennsylvania and Mills v. District of Columbia Board of Education which provided for extensive and detailed procedural safeguards to protect the rights of children being classified on the basis of mental, physical, or emotional handicaps. Among the requirements listed for P.L. 94-142 are written notice of the procedural safeguards available to the parents or guardians to the child, the right to an impartial due process hearing, and the right to an independent evaluation. It is reported that the most typical state system includes notice to parents that their child has been referred for an evaluation, provision of an impartial hearing officer, and independent evaluation prior to the initial due process hearing. The bulk of the document is devoted to the findings of a study on perceptions of Massachusetts hearings participants (parents, lawyers, hearing officers, and school staff) involved in cases where parents have refused to sign educational plan prepared for their children. Findings are seen to indicate that although the intent of the hearing is to provide an informal forum in which parents and schools can discuss the child before an impartial hearing officer, the adversarial hearing structure tended to reward behavior characteristic of a formal court hearing; i.e. the party which maximized the behavior which characterizes a formal proceeding increased their chances of winning the case. It is suggested that special education staff be taught to be specific in their statements regarding the child's needs and the prescriptive services required, and that they learn to describe objectives for the child in real terms rather than in mystifying "lingo". (SBH)

**ED 131 627**

**EC 091 840**

**The State Directors of Special Education: A Summary of Descriptive Information Collected by the National Office, 1976.**

National Association of State Directors of Special Education, Washington, D.C.

Pub Date 76

Note—29p.; Not available in hard copy due to marginal reproduction quality of the original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Administrator Background, Administrator Qualifications, Credentials, \*Educational Experience, Elementary Secondary Education, \*Employment Experience, \*Handicapped Children, National Surveys, \*Salaries, Statistical Data, Work Experience

**Identifiers—**\*State Directors of Special Education

Presented are 26 tables (based on 1976 information from questionnaires received from directors of special education in the 50 states, Puerto Rico, Guam, and the Bureau of Indian Affairs by the National Association of State Directors of Special Education) concerning the position of State Director of Special Education. Changes in the following characteristics of State Directors of Special Education (SDSE) since the 1973-74 report are noted: a decrease in the average years of experience in the present position from 6 years to 5 years, increase in average salary from \$19,540 to \$24,500, an increase in the average number of staff they supervise from 8.0 to 11.4 persons, and an increase in the percentage of directors with a doctorate degree from 21.2% to 37%. Provided is updated information on names of SDSE, persons to whom the directors report, highest degree held by SDSE, undergraduate majors of SDSE, Master's Degree major fields of study of SDSE, Doctor's Degree major fields of study of SDSE, salaries of SDSE, and the number of hours the SDSE work per week. (PT)

**ED 131 628**

**EC 091 841**

**The Prince William Model: A Planning Guide for the Development and Implementation of Full Services for All Handicapped Children.**

National Association of State Directors of Special Education, Washington, D.C.

Pub Date 76

Note—43p.

Available from—National Association of State Directors of Special Education, 1201 16th Street N.W., Washington, D.C. 20036 (\$2.50; \$2.00 each in quantities of 10 or more, prepaid)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Delivery Systems, \*Demonstration Projects, Elementary Secondary Education, \*Guidelines, \*Handicapped Children, Identification, Individualized Instruction, Models, \*Program Development, Program Planning, Records (Forms), Student Placement

Identifiers—Maryland (Prince William County), \*Public Law 94-142

Intended for special education program planning teams, the guide details the development and implementation of full services programs for handicapped children in Prince William County, Maryland as specified in the Public Law 94-142. It is explained that the Full Services Model Program consists of four processes: identification (involving public awareness and screening activities); assessment (including the diagnostic evaluation and a multidisciplinary staffing); placement (involving determination of service needs, development of an individual educational plan, and comparison of placement alternatives); and the instructional process (implementing the individual instructional plan and reporting individual progress). Provided are statements of responsibility in the delivery of special education services of the following agencies or persons: the State Department of Education, the Division of Special Education, the local education agencies, the school principal, the teachers of handicapped children, the local supervisor of special education, and appraisal and support personnel. Also provided are planning forms for assessing current programs and developing new program elements. (PT)

**ED 131 629**

EC 091 842

**Preschool Instruction for the Exceptional Project Report, 1975-76.**

Northern Valley Administrators Association, Closter, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 76

Note—70p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Annual Reports, Community Role, \*Diagnostic Teaching, \*Handicapped Children, \*Identification, Individualized Instruction, In-service Education, Parent Role, Preschool Education, Preschool Evaluation, \*Preschool Programs, Regular Class Placement, \*Staff Improvement

Identifiers—New Jersey, \*Preschool Instruction for the Exceptional

Presented is the 1975-76 project report containing descriptions and evaluations of the five accomplished goals of the Preschool Instruction for the Exceptional (PIE) program which provided services for 13 New Jersey students (3-5 years old). The first objective, identification and diagnosis of preschool handicapped children, is described in terms of population served, intake process and procedure, and the number and description of the 18 children referred. Discussed next is objective 2, the development of a multidisciplinary team and the creation of a learning environment for each child. The evaluation of the development and implementation of personalized programs and prescriptive teaching (objective 3), is described in four graphs including a model for personalized learning and a year end child progress evaluation summary sheet. Explained next is the involvement of parents of handicapped children in their child's personalized learning program (objective 4). Noted are activities taken to implement the fifth objective, community outreach to facilitate mainstreaming of the children. A major portion of the document comprises five appendixes including newspaper articles about the program, a sample of personalized learning program objectives, and a sample of the PIE Newsletter. (PT)

**ED 131 630**

EC 091 843

**Preschool Instruction for the Exceptional Project Report, 1974-75.**

Northern Valley Administrators Association, Closter, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date 75

Note—98p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Annual Reports, Community Role, \*Diagnostic Teaching, \*Handicapped Children, \*Identification, Individualized Instruction, In-service Education, Parent Role, Preschool Education, Preschool Evaluation, \*Preschool Programs, Regular Class Placement, \*Staff Improvement

Identifiers—New Jersey, \*Preschool Instruction for the Exceptional

Presented is the 1974-75 project report containing descriptions and evaluations of the five accomplished goals of the Preschool Instruction for the Exceptional (PIE) program which has provided services for 11 New Jersey students (3-5 years old). The first objective, identification and diagnosis of preschool handicapped children, is described in terms of population served, intake process and procedure, and the number and description of the 18 children referred. Described next is objective 2, the development of a multidisciplinary team and the creation of a learning environment for each child including team members and role functions, and staff development procedures. Discussed is the development and implementation of personalized programs for prescriptive teaching (objective 3), including individual prescriptions and group learning environment. The fourth objective, involvement of parents of handicapped children in their child's personalized learning program, is seen to provide communications with parents (orientation, formal and informal reports, and parent meetings), services for parents (parent education and counseling), and assistance provided by parents (parent volunteers, and parent members on the advisory committee). Noted are activities taken to implement the fifth objective community outreach to facilitate mainstreaming of the children (advisory groups, presentations, visits, meetings, media development, and press releases). A major portion of the document comprises 16 appendixes including newspaper and newsletter articles, a PIE handbook to volunteers, descriptions of children, educational objectives, and a parent information booklet. (PT)

**ED 131 631**

EC 091 844

*Haring, Norris G. And Others*  
**A Program Project for the Investigation and Application of Procedures of Analysis and Modification of Behavior of Handicapped Children. Final Report.**

Washington Univ., Seattle. Child Development and Mental Retardation Center.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Office of Research Grants.

Bureau No.—572247

Pub Date 75

Grant—OEG-0-70-3916(607)

Note—538p.

**EDRS Price MF-\$1.00 HC-\$28.79 Plus Postage.**

Descriptors—Arithmetic Curriculum, \*Behavior Change, Classroom Techniques, Conceptual Schemes, Curriculum Development, \*Curriculum Research, Elementary Secondary Education, Exceptional Child Education, \*Handicapped Children, \*Instructional Materials, Models, Reading Programs, \*Regular Class Placement, Research Projects, \*Skill Development, Teaching Methods, Writing Skills

Identifiers—Final Reports

Presented is the final report of a project designed to develop systematic curricula, instructional materials, and procedures for the integration of moderately handicapped children, such as the educable mentally retarded, learning disabled, and behaviorally disturbed, into the regular classroom milieu; and to develop instructional materials and procedures for teaching severely handicapped children. Nine chapters in Part I cover National Institute of Education research implications; a hierarchy of systematic instructional procedures; research related to reading, writing skills, and arithmetic; data decisions and evaluation; classroom organization and management; strategies for managing naughty behaviors; and a review of the project findings. Part II covers the research on and application of a prototypic model designed to provide the educator with a set of procedures to follow in developing instructional sequences and materials for skills learning. Reported in Part III is the dissemination of the products and materials developed by the project by each of the three teams involved. Table and figures are listed and indexed. (IM)

**ED 131 632**

EC 091 845

*Hoover, Todd*  
**The Denf Teacher and Flanders Interaction Analysis.**

Pub Date 76

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Aurally Handicapped, \*Classroom Observation Techniques, \*Deaf, Exceptional Child Education, \*Interaction Process Analysis, Student Behavior, Teacher Behavior, Teacher Evaluation, \*Teachers

Identifiers—\*Flanders Interaction Analysis, \*Handicapped Teachers

Described is a device for use by teachers who are deaf, to assist them with the improvement of their instruction through the Flanders Interaction Analysis method of assessing teachers' classroom performance. Explained, and illustrated with photographs, is an electrical device which, when attached to a videotape recording camera, displays a 3-second visual signal on playback of a videotape—the signal corresponding to the audible "beep" ordinarily used with training materials for the Flanders system. (IM)

**ED 131 633**

EC 091 846

*Keogh, Barbara K. And Others*  
**Five Years of Research in Special Education. A Summary Report.**

California Univ., Los Angeles. Graduate School of Education

Spons Agency—California State Dept. of Education, Los Angeles.

Report No.—SERP-1975-A19

Pub Date Oct 75

Contract—SA-5893

Note—45p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Abstracts, Data Collection, \*Delivery Systems, Exceptional Child Education, \*Handicapped Children, \*Research Projects, \*Research Reviews (Publications), Responsibility, Special Education, \*State Programs, Teacher Education

Identifiers—\*California, Final Reports

Presented is the summary report of a 5-year research program conducted in California to investigate substantive problems and questions relevant to the education of exceptional children, with emphasis on research questions having direct implications for the development and operation of public school special education programs. Priority recommendations stemming from over 60 separate projects covering a broad range of special education topics and target groups are reported, including the following (listed after subject headings): training (implementation of immediate changes in pre- and inservice requirements), comprehensiveness of services (systematic effort to identify exceptional pupils now unsevered), responsibilities for services (delineation of responsibilities), data collection systems (implementation of comprehensive record keeping systems), and coordinated research (expansion of state support for research). The bulk of the document consists of abstracts on the projects completed during the first four phases. A list of the phase V projects is included. Also appended is a list of over 100 selected publications, presentations, theses, dissertations, and grants derived from participation in the project. (IM)

**ED 131 634**

EC 091 847

*A Prevention-Intervention Model for Students' Learning and Behavior Problems. Final Report, July 1974 - July 1975.*

Nashville - Davidson County Metropolitan Public Schools, Tenn.; Tennessee State Dept. of Mental Health, Nashville. Child and Youth Development Inst.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.; Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Report No.—71-7248

Pub Date Oct 75

Note—154p.; parts of appendixes may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Demonstration Programs, Elementary Education, \*Handicapped Children, Intervention, Junior High Schools, Prevention, \*Program Evaluation, \*Regular Class Placement, Research Projects, \*Residential Programs, \*Teacher Education

Identifiers—\*Prevention Intervention Project

Provided are the final evaluation results for the fourth year's activities of the Prevention-Intervention Project -- a program to train teachers to deal with the behavioral, academic, and other-problem difficulties of elementary and junior high school aged children in normal school environment, and to field test a residential model for working with these same problems of children. Evaluation results are noted to show that behavioral objectives set by support teachers were met; that parents were supportive of the program; and that intensive, consultative input and evaluative feedback was needed for the support teacher teams to become optimally effective. A large part of the document consists of tables on evaluation results for such areas as individual interventions, group interventions, referrals for psychological services from experimental schools, elementary team case load characteristics, and success ratings for target cases by system. The remainder of the report is made up of appendixes which include a list of heuristic feedback checklist categories, a copy of the executive committee questionnaire, and copies of papers presented by W. Pyle, L. MacKay, B. Lewis, and R. Cantrell, at the 1976 Annual International Convention of the Council for Exceptional Children. (SBH)

**ED 131 635** EC 091 848

*Forina, Richard O. Boston, Bruce O.*  
*Testing the Gifted Child: An Interpretation in Lay Language.*

Council for Exceptional Children, Reston, Va. Information Services and Publications.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—27p.

Available from—CEC Information Services and Publications, The Council for Exceptional Children, 1920 Association Drive, Reston, Virginia 22091 (\$3.50, Publication No. 142)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—“Gifted,” “Screening Tests,” “Standardized Tests,” “Talented Students,” “Talent Identification,” “Test Construction,” “Test Interpretation,” “Test Reviews”

Intended for parents and teachers of gifted students (preschool through graduate level), the document provides descriptions in “lay language” of tests used as identification and screening measures in gifted and talented programing. Explained in an introductory section are such concepts as IQ, various uses for tests, types of standardized tests, and kinds of scoring procedures. Sections on what the test measures, content and/or structure of the test, how the test is scored, what the score(s) mean(s), and references for uses of the test in gifted education are provided for each of the following tests: the Wechsler Intelligence Scale for Children-Revised, Stanford Achievement Test Intermediate Level II Battery, California Short-Form Test of Mental Maturity, Tennessee Self Concept Scale—Counseling Form, Torrance Tests of Creative Thinking, and Scales for Rating Behavioral Characteristics of Superior Students. (SBH)

**ED 131 636** EC 091 849

*Harlow, Steven D.*  
*Special Education: The Meeting of Differences.*  
*(North Dakota Study Group on Evaluation).*

North Dakota Univ., Grand Forks.  
Spons Agency—Rockefeller Bros. Fund, New York, N.Y.

Pub Date Dec 75

Note—49p.

Available from—North Dakota Study Group on Evaluation, c/o Vito Perrone, Center for Teaching and Learning, University of North Dakota, Grand Forks, North Dakota 58201

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Definitions, “Educational Alternatives,” “Educational Trends,” “Elementary Secondary Education,” “Handicapped Children,” “Labeling (of Persons),” “Learning Disabilities,” “Special Education,” “Teaching Methods”

Some of the prelevant ways by which the schools, through their special education programs, deal with handicapped children are considered; and an alternative to the present system is explored. Covered in brief sections are the following topics: three perspectives of special education practice (the conservative view, the piecemeal approach, and the humanistic view); the difference between bona fide and bogus handicaps; criticisms of the labeling practice; the inexactness of the term “learning disabilities”; a

relational patterns paradigm as an alternative to labeling which examines the ways in which children relate to situations, people, and things in the school environment; and advantages of a humanistic response to education. (SBH)

**ED 131 637** EC 091 850

*Templeman, Dave And Others*

*Impact 9 of the Title VI Programs in the State of Oregon: September 1, 1974 - August 31, 1975.*  
Oregon State Board of Education, Salem; Oregon State System of Higher Education, Monmouth. Teaching Research Div.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 75

Note—261p.

EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.

Descriptors—Annual Reports, Elementary Secondary Education, Federal Aid, “Handicapped Children,” “Program Descriptions,” “Program Evaluation,” “Regular Class Placement, State Programs,” “Teaching Methods”

Identifiers—Elementary Secondary Education Act Title VI, ESEA Title VI, Oregon

Presented in the evaluation report on 28 projects serving seven different classes of handicapped children and their parents in Oregon which were funded under Title VI of the Elementary and Secondary Education Act. Brief sections cover the criteria for establishing funding priorities and the evaluation plan, results and discussion of the 1974-75 Title VI projects, and recommendations. The bulk of the document consists of individual evaluation reports on each of the 28 projects. Reports usually include such information as the following: title of the project, location of the project, population served, funding allocated, beginning and ending dates, background and rationale, objectives and evaluation plan, methodology, results, and third party evaluator's comments. It is noted that 1,058 children were served with nine projects for the emotionally disturbed, five projects for the hearing impaired, five projects for the learning disabled, three projects for the speech and language impaired, two projects each for the developmentally disabled and the educable mentally retarded, and one project each for the visually impaired and parents. Findings from the 28 projects are seen to support a method of education which involves taking children from the regular classroom for varying periods of time depending on their needs, providing assistance in various academic as well as behavioral problem areas, returning the children to the regular classroom for longer durations as the behavior begins to reach criterion level of acceptable performance, and training the regular class teacher in procedures used by the special teacher. (SBH)

**ED 131 638** EC 091 851

*Testing for Impaired, Disabled, and Handicapped Individuals.*

American Alliance for Health, Physical Education, and Recreation, Washington, D.C.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date [75]

Grant—OEG-0.72-5454-233563

Note—106p.

Available from—American Alliance for Health, Physical Education and Recreation, 1201 Sixteenth Street, N.W., Washington, D.C. 20036 (\$3.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—“Developmental Tasks, Elementary Secondary Education,” “Handicapped Children,” “Mentally Handicapped,” “Perceptual Motor Coordination,” “Physical Fitness, Preschool Education,” “Testing, Test Interpretation,” “Test Reviews, Test Selection”

Intended for individuals working with the handicapped, the guide provides information about physical fitness tests, perceptual-motor scales, and developmental profiles. Covered in an introductory section are the rationale and relevance of testing, basic concepts about tests, interpretation of test results, adapted physical education programs, and ways to stimulate performance improvement. Testing information is divided into four main sections: physical fitness concepts, considerations, and tests; motor ability, perceptual-motor development, and psychomotor tests; developmental profiles; and locally developed as-

essment devices. Brief summaries are provided for each test which include information about where the test is available, specific characteristics of the test in terms of what is measured and how it is measured, administrative considerations, and general comments. Among the tests examined are the following: Kraus-Weber Tests of Minimum Muscular Fitness, Basic Motor Abilities Test for Retardates, Physical Ability Rating Scale, Kindergarten Auditory Screening Test, Denver Developmental Screening Test, Sensory-Motor Training of the Profoundly Retarded, Psychomotor Function in the Mentally Retarded. Also provided are summary charts for evaluating specific strengths and weaknesses of individuals. (SBH)

**ED 131 639**

*Kafafian, Haig*

*DEBLICOM: Deaf-Blind Communication & Control Systems: First Quarterly Progress Report.*  
Cybernetics Research Inst., Inc., Washington, D.C.

Spons Agency—Rehabilitation Services Administration (DHEW), Washington, D.C. Office of Human Development.

Pub Date 76

Grant—23-P-57488/3-04

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—“Codification,” “Communication (Thought Transfer),” “Communication Problems, \*Cutaneous Sense, \*Deaf Blind, Multiply Handicapped,” “Sensory Aids”

Identifiers—DEBLICOM

Reported on is the first phase of development of DEBLICOM, a code for a two-way communication system for deaf-blind individuals who may be speech-impaired. Brief sections cover the following topics: alternatives to and considerations for the development of cutaneous codes for deaf-blind people; the DEBLICOM system which provides a means of receiving information through a portable programming device and of transmitting information by means of keying an interface which is part of the equipment; the concept of dual-coding as related to the DEBLICOM system; seven coding considerations (which include a design which permits use for social communication purposes); the methodology involved in testing the discrimination of cutaneously applied vibratory stimuli of a test code with 18 Ss; an introduction to the Morse code; possible ambiguities of the six-dot Braille code; and future activity plans (such as conducting in depth studies of alternative codes). Appended are working papers which include information on the background of the DEBLICOM; the population of deaf-blind individuals in the United States; and some causes of deafness-blindness, deafness, and blindness. (SBH)

**ED 131 640**

*Avance, Lyonel D. Carr, Dorothy B.*

*Development of Audio and Visual Media to Accompany Sequenced Instructional Programs in Physical Education for the Handicapped. Final Report.* July 31, 1972.

Los Angeles Unified School District, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C. Bureau of Research.

Bureau No.—142709

Pub Date Jul 72

Grant—OEG-0.9-142709-3463(607)

Note—247p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—“Audiovisual Aids,” “Developmental Tasks, Elementary Secondary Education, Film Strips,” “Handicapped Children,” “Instructional Media, Motor Development,” “Physical Education, Physical Fitness, Preschool Education, Recreational Activities,” “Sequential Programs, Swimming, Video Cassette Systems”

Identifiers—Final Reports

Presented is the final report of a project to develop and field test audio and visual media to accompany developmentally sequenced activities appropriate for a physical education program for handicapped children from preschool through high school. Brief sections cover the following: the purposes and accomplishments of the project; the population served (children in the Los Angeles City Schools), the project's focus (physical education for the handicapped), and scope of the project; procedures for staffing the project, for involving professional experts, for involving remedial physical education teachers, for producing 8mm loop films and audio-tape cassettes,

and for field testing the materials with 2,800 students; and field test findings supporting the value of the materials developed. The bulk of the document consists of appended material with information on audio and visual media in five areas: motor and movement skills (such as guided running, rolling a ball, and catching hoops), playground and recreation skills (such as sand play, basketball, and soft tumbling), rhythmic skills (walking, German clap dance, and rhythm circle), swimming skills (breath control, back float, and beginning stroke), and physical fitness (running endurance, jumping jacks, and balance). Cassettes tapes and \$8mm loop films for each activity are described in terms of who the program was planned for, the participants in field testing, the skill involved, length, summary, narration, instructions for the photographer, and instructions for the students. (SBH)

**ED 131 641** EC 091 854

*Smith, G. Harold Kibler, Robert G.*

**Handicapped Children's Early Education Program, Public Law 91-230, Part C: Final Report on Products and Results of Year's Work, July 1, 1975 to June 30, 1976.**

Thomasville Board of Education, Ga.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 76

Grant—OEG-0-72-4865

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Demonstration Projects, Exceptional Child Services, \*Handicapped Children, \*Information Dissemination, \*Multiply Handicapped, \*Outreach Programs, Preschool Education, Primary Education, Program Evaluation Identifiers—Final Reports, "Ochlocknee Multi-handicapped Outreach Project

Presented is the final report on the first year's activities of the Ochlocknee Multi-Handicapped Outreach Project to develop services for handicapped children (0-8 years old). It is noted that the project's first goal focuses on providing demonstration and dissemination of project information, outreach support, and replication services. A second goal of the project is reported to involve the stimulation, development, and implementation of new comprehensive or specialized services for young handicapped children. Tables outlining the project's activities in chronological order are provided in the following areas: presentations made to agencies/professionals in carrying out project dissemination activities, inter-agency meetings with agencies and organizations for the provision of support assistance by the project, outreach support assistance provided through in-service training sessions, and evaluation activities. Other tables cover the types of project materials disseminated and data on the services provided by the two replication sites of the project. It is concluded that the problems encountered in providing replication assistance indicate that priorities should be placed on dissemination and support assistance because of their impact on a larger number of service providers and consumers. (SBH)

**ED 131 642** EC 091 855

**Preventing Mental Retardation and Developmental Disabilities: Proceedings of a Seminar.**

Ohio State Dept. of Mental Health and Mental Retardation, Columbus. Div. of Mental Retardation and Developmental Disabilities.

Pub Date Sep 76

Note—66p.; Seminar on Preventing Mental Retardation and Developmental Disabilities (Columbus, Ohio, May 12-13, 1976)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Conference Reports, Counseling, Environmental Influences, \*Genetics, \*Intervention, Legislation, \*Mentally Handicapped, \*Nutrition, \*Parent Counseling, Parents, \*Prevention, Screening Tests, Social Influences, State Programs

Identifiers—Developmental Disabilities, Ohio

Included are edited transcripts of three presentations by P. Ackerman, Jr. ("A National Perspective on Prevention in the Year 2001"), A. Eaton ("Ohio Prevention Strategies"), and G. Calvert ("The Lost Continent of Prevention"). Abstracts are workshops on the following topics: parent preventive strategies, genetic preventive strategies, nutrition preventive strategies, early screening and intervention preventive strategies, and community and environmental

preventive strategies. Provided is a panel discussion by M. Kindred, C. O'Neill, W. Kopp, C. Rosenbaum, and M. Mays on legislative prevention strategies. (PT)

**ED 131 643**

**Provision for the Physically Disabled: A Report to the Connecticut Commission for Higher Education by a Resource Group on the Physically Disabled in Connecticut Postsecondary Education.**

Report No.—75-F-55-(c)-017; 75-M-80-017

Pub Date May 75

Note—93p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Architectural Barriers, Aurally Handicapped, \*Communication Problems, Design Needs, \*Educational Needs, Federal Legislation, \*Minority Groups, \*Physically Handicapped, Post Secondary Education, School Services, Visually Handicapped Identifiers—Connecticut, Public Law 90 576, Pubic Law 93 112, Vocational Rehabilitation Act

Presented is a report to the Connecticut Commission for Higher Education by an independent resource group on the accessibility of Connecticut postsecondary education for the blind, deaf, and physically disabled. The report considers the following provisions for the physically handicapped: acquiring funding for removal of physical and communication barriers as provided in the 1968 Amendment to the Vocational Rehabilitation Act; the requirements for accessibility to buildings for the disabled; difficulty in establishing data on the number of disabled; nonphysical barriers in colleges such as communication barriers, minority affiliation, and the admissions process; the absence of minorities as students in Connecticut colleges including the blind and deaf; inadequate precollege preparation; supportive services such as volunteers, testing arrangements, and preregistration for classes; and future provisions for disabled persons. Appended are responses to a mobility survey; the Vocational Rehabilitation Act (Public Law 93-112), excerpts from Trio Program Manual, excerpts from Public Law 90-576 on vocational education, and charts on the accessibility of education facilities. (PT)

**ED 131 644**

*Blum, Gloria J. Blum, Barry*  
**Feeling Good About Yourself: A Human Sexuality and Socialization Curriculum.**

Pub Date 75

Note—45p.

Available from—Gloria Blum, 507 Palma Way, Mill Valley, California 94941

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adolescents, Contraception, \*Curriculum Guides, Exceptional Child Education, \*Handicapped Children, Homosexuality, \*Parent Teacher Cooperation, Self Concept, Sex (Characteristics), \*Sex Education, Sex Role, Sexuality, \*Socialization, Stereotypes, \*Student Centered Curriculum, Teaching Methods, Venereal Diseases, Young Adults

Presented is a curriculum plan designed for use in a socialization and human sexuality program for handicapped young adults. Notes to the teacher cover topics such as establishment of trust and clarification of the sexual attitudes of self and others. The need for relating the parents of students is explained and suggestions of appropriate topics and techniques for discussion are included. Provided are objectives, definitions, activities, and subjects for discussion in curriculum areas concerning "getting to know yourself" and "relating to others", such as the following: feeling, recognizing, and knowing emotions; getting to know our body, erotic fantasies, physical disabilities relating to masturbation and intercourse, sex roles, and sexual independence. Appended are a list of additional techniques and activities for parents and students; and a list of resources such as charts, books, models, kits, and other teaching aids. (IM)

**ED 131 645**

*Curtis, W. Scott*  
**A Study of Behavioral Change in 50 Severely Multi-Sensorily Handicapped Children Through Application of the Video-Tape Recorded Behavioral Evaluation Protocol. Final Report.**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Bureau No—H-232529

Pub Date Jan 76

Grant—OEG-0-72-5460

Note—173p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Behavior Change, \*Behavior Rating Scales, \*Deaf Blind, Early Childhood, Exceptional Child Research, Observation, Severely Handicapped, \*Test Construction, Test Reliability, Test Validity, \*Video Tape Recordings Identifiers—Final Reports, \*Telediagnostic Protocol

Examined with 49 deaf-blind children (under 9 years old) was the use of the Telediagnostic Behavior Evaluation Protocol, a video-tape recorded evaluation protocol. To further develop the Telediagnostic Protocol and delineate the characteristics of the Ss observed during the process of test development, Ss were video-taped in eight 3-minute behavioral observation situations on three occasions at yearly intervals. Three judges recorded the observed behaviors (such as sensory reception, coordination, oral speech, eating, memory, sense of humor, and problem-solving skill). Analysis of results indicated that the test correlated to a statistically significant degree with standardized psychometrics and teacher ratings, that groups of judges did not score significantly differently, that the two halves of the test were significantly correlated, that the population changed over test administrations to a significant degree, and that the population presented different levels of behavior in the test situations to a significant degree. Data supported the validity and reliability of the test procedure. (Approximately half of the document consists of appended material such as the behavior rating form and results in tabulated form.) (IM)

**ED 131 646**

EC 091 913

**Education for the Handicapped: Part I.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—22p.; A transcript of National Public Radio's OPTIONS IN EDUCATION scheduled for Broadcast the week of July 5, 1976, Program No. 36; For Part II, see EC 091 914 Available from—National Public Radio, 2025 M Street, N.W., Washington, D.C.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Civil Liberties, Delivery Systems, Early Childhood Education, \*Educational Radio, Elementary Secondary Education, Exceptional Child Education, \*Federal Legislation, \*Handicapped Children, Normalization (Handicapped), \*Parent Role, Post Secondary Education, Radio, \*Regular Class Placement, Responsibility, \*Teacher Role

Identifiers—Options in Education, Public Law 94 142

Provided is the transcript of Part I of a two-part series on education for the handicapped, presented by Options in Education—a weekly radio broadcast devoted to coverage of news, features, policy, and people in the field of education on National Public Radio. Issues in special education, such as mainstreaming, implementation of Public Law 94-142, parents' roles, residential schools, attitudes, and labeling are discussed. Among participants listed are disabled students, parents of handicapped children, special education teachers, parent educators, and such experts in the field of special education as Y. Galiber, J. Gallagher, F. Weintraub, and J. Callahan. (IM)

**ED 131 647**

EC 091 914

**Education for the Handicapped: Part II.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—22p.; A transcript of National Public Radio's OPTIONS IN EDUCATION scheduled for broadcast the week of July 12, 1976, Program No. 37; For Part I, see EC 091 913 Available from—National Public Radio, 2025 M Street, N.W., Washington, D.C.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

## Document Resumes

**Descriptors**—\*Civil Liberties, \*Delivery Systems, Early Childhood Education, \*Educational Radio, Elementary Secondary Education, Exceptional Child Education, \*Federal Legislation, \*Handicapped Children, Normalization (Handicapped), Parent Role, Post Secondary Education, Radio, \*Regular Class Placement, Responsibility, Teacher Role  
**Identifiers**—Options in Education, Public Law 94-142

Provided is the transcript of Part II of a two-part series on education for the handicapped, presented by Options in Education—a weekly radio broadcast devoted to coverage of news, features, policy, and people in the field of education on National Public Radio. Such issues in special education as mainstreaming; implementation of Public Law 94-142; rights of states, teachers, and parents; rights for the retarded; and identification and labeling of the handicapped are discussed. Among participants listed are disabled persons, educators, legislators A. Quie and J. Anderson, and such experts in the field of special education as J. Gallagher, C. Polivka, M. Sabo, F. Weintraub, D. Honetschlaeger, R. Wedl, M. Giffin, D. Hill, J. Ryor, J. Knutson, and H. Hodgkinson. (IM)

**ED 131 648** EC 091 915

**Gifted Children in the Schools. Part 1 of 5.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date 76

Note—22p.; A transcript of National Public Radio's OPTIONS IN EDUCATION, Program No. 27; For related documents in the series, see EC 091 915 - EC 091 919

Available from—National Public Radio, 2025 M Street, N.W., Washington, D.C.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Attitudes, Creativity, \*Delivery Systems, Early Childhood Education, \*Educational Radio, Elementary Secondary Education, Exceptional Child Education, \*Gifted, Post Secondary Education, Radio, \*Responsibility, Special Classes, \*Special Programs, \*Talented Students, Teacher Role  
**Identifiers**—Options in Education

Provided is the transcript of Part I of a five-part series on gifted children in the schools, presented by Options in Education—a weekly radio broadcast devoted to coverage of news, features, policy, and people in the field of education on National Public Radio. The topic of special education for the gifted is discussed by B. Boston; and pros and cons of the issue are described by such artists, educators, and specialists as L. Nevelson, H. Lyon Jr., D. Moynihan, J. Curry, M. Kahn, and R. Pohl. Children from a special classroom for gifted and talented students in Kansas City, Missouri, are interviewed. (IM)

**ED 131 649** EC 091 916

**Gifted Children in the Schools: Can You Really Tell a Gifted Child When You Meet One? Part 2 of 5.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date 76

Note—20p.; A transcript of National Public Radio's OPTIONS IN EDUCATION, Program No. 28; For related documents in the series, see EC 091 915 - EC 091 919

Available from—National Public Radio, 2025 M Street, N.W., Washington, D.C.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Creativity, Delivery Systems, \*Disadvantaged Youth, Early Childhood Education, \*Educational Radio, Elementary Secondary Education, Exceptional Child Education, \*Gifted, Individual Characteristics, \*Intelligence, Post Secondary Education, Radio, Responsibility, Rural Education, Special Programs, Talented Students, \*Talent Identification, Teacher Role  
**Identifiers**—Options in Education

Provided is the transcript of Part II of a five-part series on gifted children in the schools, presented by Options in Education—a weekly radio broadcast devoted to coverage of news, features, policy, and people in the field of education on National Public Radio. The program focuses on the topic "Can You Really Tell a Gifted Child When You Meet One?" and includes a discussion of characteristics of the gifted child by C. Johnson. Participants listed include a pianist and a poet, and such educators and experts as J. Renzulli (on methods of identifying the gifted child and adult), S. Novotny (on the gifted child in rural areas), M. Meeker (on the structure of intelligence), and A. Baldwin and C. Jordan (on identifying the disadvantaged gifted child). (IM)

**ED 131 650** EC 091 917

**The Gifted and Talented: What to Do with the Gifted Child at School...Part 3 of 5.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date 76

Note—22p.; A transcript of National Public Radio's OPTIONS IN EDUCATION, Program No. 29; For related documents in the series, see EC 091 915 - EC 091 919

Available from—National Public Radio, 2025 M Street, N.W., Washington, D.C.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Attitudes, Creativity, Delivery Systems, Demography, Early Childhood Education, \*Educational Radio, Elementary Secondary Education, \*Gifted, Individualized Instruction, Post Secondary Education, \*Skill Development, Special Programs, \*Talented Students, \*Teacher Role, \*Teaching Methods  
**Identifiers**—Options in Education

Provided is the transcript of Part III of a five-part series on gifted children in the schools, presented by Options in Education—a weekly radio broadcast devoted to coverage on news, features, policy, and people in the field of education on National Public Radio. The topic "What to Do with the Gifted Child at School" is covered with an introduction; comments by gifted students; and a discussion of such issues as attitudes, teacher role, skill development, teaching methods, and demographic factors. Among participants listed are such artists, educators, and experts as B. Boston, L. Senesh, R. May, S. Starr, and D. Treffinger. (IM)

**ED 131 651** EC 091 918

**The Gifted and Talented: Problems of Parenting. Part 4 of 5.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date 76

Note—20p.; A transcript of National Public Radio's OPTIONS IN EDUCATION, Program No. 30; Best Available Copy; For related documents in the series, see EC 091 915 - EC 091 919

Available from—National Public Radio, 2025 M Street, N.W., Washington, D.C.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Attitudes, Behavior Problems, Creativity, Discipline, Early Childhood Education, \*Educational Radio, Elementary Secondary Education, Exceptional Child Education, \*Gifted, Labeling (of Persons), \*Parent Role, Parents, Peer Acceptance, Post Secondary Education, Radio, \*Skill Development, \*Special Programs, \*Talented Students, Talent Identification  
**Identifiers**—Options in Education

Provided is the transcript of Part IV of a five-part series on gifted children in the schools, presented by Options in Education—a weekly radio broadcast devoted to coverage of news, features, policy, and people in the field of education on National Public Radio. The topic "Problems of Parenting" is covered with an introduction and discussion of such issues as parent roles, at-

titudes, discipline, labeling, talent identification, peer acceptance, and behavior problems. Among participants listed are gifted and talented children and their parents, and such educators and experts as B. Boston, R. Slencynska, M. Farrell, and G. Robb. (IM)

**ED 131 652**

**Gifted Children in the Schools: Gifted and Talented. Part 5 of 5.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—Carnegie Corp. of New York, N.Y.; Ford Foundation, New York, N.Y.; National Inst. of Education (DHEW), Washington, D.C.; Robert Sterling Clark Foundation, Inc., New York, N.Y.

Pub Date 76

Note—25p.; A transcript of National Public Radio's OPTIONS IN EDUCATION, Program No. 31; For related documents in the series, see EC 091 915 - EC 091 919

Available from—National Public Radio, 2025 M Street, N.W., Washington, D.C.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Attitudes, \*Creativity, Early Childhood Education, \*Educational Radio, Elementary Secondary Education, Exceptional Child Education, \*Gifted, Labeling (of Persons), Post Secondary Education, Radio, School Funds, \*Skill Development, Special Programs, \*Talented Students, Talent Identification  
**Identifiers**—Options in Education, Personal Experiences

Provided is the transcript of Part V of a five-part series on gifted children in the schools, presented by Options in Education—a weekly radio broadcast devoted to coverage on news, features, policy, and people in the field of education on National Public Radio. Some personal experiences of gifted and talented persons are described; and various problems and issues relating to the education of this population are discussed, such as funding, skill development, attitudes, and labeling. Among participants listed are gifted and talented students, legislator J. Jarvis, and such educators and experts as H. Lyon, E. Larsh, R. Amrein, J. Renzulli, and R. Mancuso. (IM)

**ED 131 653**

**Guide to Resources for Parents of the Handicapped Child.**

Northeast Area Learning Resource Center, Hightstown, N.J.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.

Pub Date Aug 75

Contract—300-75-0036

Note—49p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Bibliographies, Elementary Secondary Education, \*Facilities, \*Handicapped Children, \*Organizations (Groups), \*Parent Education, Parent Role, Preschool Education, \*Resource Guides

**Identifiers**—Northeast Area Learning Resource Center, \*Parent Materials

Intended for parents of handicapped children, the guide is designed to provide information on obtaining guidance and training for individuals served by the Northeast Area Learning Resource Center. Listed are the names and addresses of six national and six state organizations in Connecticut, Maine, Massachusetts, New Hampshire, New Jersey, Rhode Island, and Vermont serving the handicapped. A bibliography of 80 materials is presented on the following topics: general, neurologically impaired, learning disabled and perceptually impaired, mentally retarded, orthopedically handicapped, and autistic. Also provided are a list of directories of facilities for special needs children, a bibliography of books about and for handicapped children, a description of various parent training courses and workshops, a paper outlining educational activities, and a list of places to look for further help. Appended is a list of the abbreviations used in the guide to designate various handicaps and organizations, and enclosed is a user feedback form. (SBH)

**ED 131 654**

**Guide to Resources for Severely/Profoundly Handicapped.**

Northeast Area Learning Resource Center, Hightstown, N.J.

**EC 091 951**

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date [75]

Contract—300-75-0036

Note—88p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Bibliographies, Curriculum Guides, \*Custodial Mentally Handicapped, \*Demonstration Projects, Elementary Secondary Education, Exceptional Child Services, Instructional Materials, Mentally Handicapped, \*Organizations (Groups), Parent Education, Preschool Education, Professional Training, \*Program Descriptions, \*Resource Guides, \*Severely Handicapped

Intended for educators, parents, and other interested individuals, the guide provides information on finding resources for severely/profoundly handicapped children. Listed are the names and addresses of eight national and 52 state organizations in Connecticut, Maine, New Hampshire, New Jersey, Rhode Island, Massachusetts, and Vermont which serve the handicapped. The bulk of the document is devoted to descriptions of various model programs in such terms as population, program components, objectives, dissemination, and evaluation. Also provided is information which includes a list of pamphlets and newsletters; a listing of ERIC (Educational Resources Information Center) microfiche collections in the seven states mentioned above; brief descriptions of parent/professional training programs, curriculum guides, and instructional materials; a suggested child use collection in areas which include reading readiness, communication skill development, and gross motor development; and a bibliography of annotated bibliographies, programming-concept papers, and related research on programming. (SBH)

**ED 131 655** EC 091 953

*Sanford, Anne R. And Others*

The 1976 Chapel Hill Study of Services to the Handicapped in Region IV Head Start.

Chapel Hill Training-Outreach Project, N.C.

Spons Agency—Office of Child Development (DHEW), Washington, D.C.

Pub Date Aug 76

Note—145p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Clinical Diagnosis, Exceptional Child Research, Exceptional Child Services, \*Handicapped Children, Identification, Interagency Cooperation, Preschool Education, \*Program Evaluation, Recruitment, \*Regional Programs, Teacher Education

Identifiers—North Carolina, \*Project Head Start

Presented are the findings of the 1976 Chapel Hill Study of the Region IV status of services to Head Start handicapped children. Brief introductory sections cover the roles of various Region IV network components in the provision of comprehensive services to special needs children and the design of the data collection system to investigate the fulfillment of such goals as increased recruitment of handicapped and continued development of the regional network of training. Reported are statistics pertaining to 1975-76 regional goals in the following areas (sample findings are in parentheses): services to handicapped children (there was a 43% increase in enrollment from 1975 to 1976); recruitment (the three most effective recruitment strategies proved to be a door-to-door campaign, newspapers, and radio); screening (there was an increase in the mean number of children screened per agency); professional diagnosis (there was a problem in getting professional diagnoses due primarily to lack of finances); training of personnel (screening and assessment was ranked as top priority for training); collaboration with local and state agencies (there was an increase in resource utilization for training and consultation); and integration of Head Start components (such problems as poor communication and personnel turnover hindered integration of components). Also included are an analysis of the utilization of supplemental funding; annual reports from Region IV state training officers in Florida, Georgia, Kentucky, Mississippi, North Carolina, South Carolina, and Tennessee; a report of Chapel Hill Project services in such areas as media and material development, training, and conferences; and descriptive testimonials from programs across Region IV. In conclusion, six goals for the future are outlined and include the identification, development, and

dissemination of materials and multi-media packages. (SBH)

## FL

**ED 131 656**

*Merino, Barbara J.*

Report on the Working Conference on the SCRDT Teacher Tests For Spanish/English Bilingual Education. Occasional Paper No. 14.

Stanford Univ., Calif. Stanford Center for Research and Development in Teaching.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—NIE-C-74-0049

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Teachers, \*English (Second Language), Language Instruction, \*Language Proficiency, Language Skills, Language Tests, Language Variation, Linguistic Performance, Second Language Learning, Sociolinguistics, \*Spanish, Teacher Education, Teacher Evaluation, Teacher Qualifications, \*Teaching Skills, \*Tests

This report summarizes the proceedings and outcomes of a working conference of experts, scholars, and educators in bilingual education held at Stanford University on February 12-13, 1976. The goal of the conference was to discuss and improve five tests constructed as part of an effort to improve teaching in bilingual (Spanish-English) education programs. The tests deal with teachers' skills and knowledge in these areas: Spanish of the Southwest, teaching reading in Spanish, teaching Spanish as a second language, teaching English as a second language, and Spanish proficiency. Presentations of the tests, discussions in small working groups, and comments and criticisms in a general session all led to the incorporation of a number of important modifications in the preliminary versions of the tests. (Author)

**ED 131 657**

FL 008 060  
Introduction to Foreign Languages: An Exploratory Course That's Different...

American Council on the Teaching of Foreign Languages, New York, N.Y.; Chesapeake Public Schools, Va.; Lynchburg School Board, Va.; Prince William County School Board, Manassas, Va.; Roanoke City School Board, Va.; Virginia State Dept. of Education, Richmond. Foreign Language Service.

Pub Date [75]

Note—63p.; Not available in hard copy due to marginal legibility of original document

Available from—The ACTFL Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Communication (Thought Transfer), Cultural Enrichment, Curriculum Enrichment, \*Curriculum Guides, \*Junior High Schools, \*Language, Language Instruction, \*Language Programs, Languages, \*Middle Schools, Nonverbal Communication, Secondary Education, Second Language Learning, Verbal Communication

Curriculum units are presented which were designed and field-tested by four school divisions in Virginia. It is felt that neither the regular, level-one foreign language course nor the conventional exploratory program are satisfactory for the junior high school. The present course is designed to: expand the middle school curriculum to include experiences in languages; develop interest in and awareness of language and culture using basically a humanistic approach; and encourage more students to enroll in foreign language courses at the high school level. The units deal with: verbal and nonverbal communication; animal communication; elements of nonverbal communication for man as related to senses; man's desire to communicate; language families and historical development of languages; cross-cultural nonverbal communication; contributions to impairment of communication; learning another language; language and culture; dialects; language sounds; signs, symbols and writing systems; and words and their meanings. Each unit

consists of a description, lists of concepts, objectives, activities and audiovisual aids, and a bibliography; most also contain bulletin board ideas. There is no textbook for the course, but reference materials are listed and many of the "suggested activities" refer the teacher to various sources for detailed information. (Author/SW)

**ED 131 658**

*Garfinkel, Alan, Ed. And Others*

LBRIG Newsletter: The Trimestral Publication of the Language by Radio Interest Group, Vol. V, No.1, September, 1976.

Purdue Univ., Lafayette, Ind. Dept. of Modern Languages.

Pub Date Sep 76

Note—7p.; For related documents, see ED 081 292, ED 097 800, ED 105 770, ED 111 212 and ED 119 491

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Chinese, \*Educational Radio, \*Language Instruction, Language Skills, \*Newslatters, \*Radio, \*Second Language Learning, Translation

Identifiers—Kuayu, Radio Peking, Standard Chinese

This issue of the Language by Radio Interest Group newsletter contains: an article by Paul A. Gaeng on his experience as a radio listener, an article by Richard E. Wood on "Radio Peking," and a partial reprint of frequency listings from the January 1976 number. Gaeng reports that, when he was a student in Geneva, he developed skills as a professional translator and conference interpreter by listening to radio news broadcasts given in a foreign language and translating the news into other languages. The article by Wood reports that Radio Peking has resumed broadcasts of lessons in Kuayu (Standard Chinese) in English for listeners in North America on short waves. The schedule and frequencies for the fall season of Kuayu broadcasts are listed, and a free English textbook to accompany the broadcast is announced. (SW)

**ED 131 659**

I Study Arithmetic. Grade 1.

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—157p.; For related documents, see FL 008 065-066; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—\*Arithmetic, Bilingual Education, Elementary Education, Grade 1, \*Indochinese, Instructional Materials, Mathematics, \*Mathematics Curriculum, \*Refugees, \*Textbooks, \*Vietnameses

This textbook is the first in the arithmetic series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The three books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. The Grade 1 text contains eight chapters: (1) Comparison; (2) Numbers from 0 to 10; (3) Simple Addition; (4) Simple Subtraction; (5) Numbers up to 100; (6) Difficult Addition; (7) Difficult Subtraction; (8) Measurements; and (9) Money. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 660**

FL 008 065  
I Study Arithmetic. Grade 2.

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—139p.; For related documents, see FL 008 064-066; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—\*Arithmetic, Bilingual Education, Elementary Education, Geometry, Grade 2, \*Indochinese, Instructional Materials, \*Mathematics, \*Mathematics Curriculum, \*Refugees, \*Vietnameses

This textbook is the second in the arithmetic series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which

## Document Resumes

have Vietnamese students. The Grade 2 text is divided into three major sections: (1) Arithmetic; (2) Measurements, and (3) Geometry. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 661** FL 008 066  
**I Study Arithmetic. Grade 3.**

Center for Applied Linguistics, Arlington, Va.  
 Pub Date 76

Note—195p.; For related documents, see FL 008 064-065; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—\*Arithmetic, Bilingual Education, Elementary Education, Geometry, Grade 3, \*Indochinese, Instructional Materials, \*Mathematics, \*Refugees, \*Textbooks, \*Vietnamese

This textbook is the third in the arithmetic series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions, for use in elementary schools in the United States which have Vietnamese students. The Grade 3 text is divided into three major sections: (1) Arithmetic; (2) Measurements; (3) Geometry. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 662** FL 008 067

*Pham-Van-Trong Huynh-Van-Do*

**National History. Grade 2.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—120p.; For related documents, see FL 008 068-069; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Asian History, Bilingual Education, Elementary Education, Grade 2, \*History, \*History Textbooks, \*Indochinese, Instructional Materials, Legends, Local History, Non Western Civilization, \*Refugees, \*Textbooks, \*Vietnamese

Identifiers—\*Vietnam

This textbook is the first in the national history series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The three books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. The grade 2 text contains four chapters: (1) The Legendary Beginning; (2) Historical Sites; (3) Regional Heroes; and (4) Famous Historical Figures. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 663** FL 008 068

*Pham-Van-Trong Huynh-Van-Do*

**National History. Grade 3.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—130p.; For related documents, see FL 008 067-069; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Asian History, Bilingual Education, Elementary Education, Grade 3, \*History, \*History Textbooks, \*Indochinese, \*Instructional Materials, Local History, Non Western Civilization, Refugees, Textbooks, \*Vietnamese

This textbook is the second in the national history series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The three books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. The grade 3 text contains thirty chapters, beginning with the Dien Hong Conference and ending with a chapter about Truong Vinh Ky. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 664** FL 008 069  
*Pham-Van-Trong Pham-Thi Ngoc-Dung*

**National History. Grade 4.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—176p.; For related documents, see FL 008 067-068; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Asian History, Bilingual Education, Elementary Education, Elementary School Curriculum, Grade 4, \*History, \*History Textbooks, \*Indochinese, Instructional Materials, Local History, Non Western Civilization, \*Refugees, Textbooks, \*Vietnamese

Identifiers—\*Vietnam

This textbook is the last in the national history series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The three books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. The grade 4 text contains fifty chapters, which cover Vietnamese history from the beginning to the end of the Trinh rule and the close of the second Ly Dynasty. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 665** FL 008 070

*Nguyen-Van-Chinh*

**80 Games.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—101p.; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Va. 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Childrens Games, \*Games, \*Indochinese, \*Physical Activities, \*Physical Education, Playground Activities, Recreational Activities, \*Refugees, \*Vietnamese

This book contains 80 traditional games played by Vietnamese children. It is designed to be used as a guide for physical education instructors. (CFM)

**ED 131 666** FL 008 071

**I Find Out About Science. Grade 1.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—164p.; For related documents, see FL 008 072-075; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, \*Elementary School Science, Grade 1, \*Indochinese, Instructional Materials, \*Refugees, Science Courses, \*Science Curriculum, Science Education, Science Instruction, Sciences, \*Textbooks, \*Vietnamese

This textbook is the first in the official science series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in American schools where there are Vietnamese students. The grade one text contains the following chapters: (1) How Man and Animals Live; (2) How Plants Live; (3) Liquids and Solids; (4) The Universe; (5) Seasons; and (6) Time. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 667** FL 008 072

**I Find Out About Science. Grade Two.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—157p.; For related documents, see FL 008 071-075; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, \*Elementary School Science, Grade 2, \*Indochinese, Instructional Materials, \*Refugees, Science Courses, \*Science Curriculum, Science Education, Science Instruction, Sciences, \*Textbooks, \*Vietnamese

This textbook is the second in the official science series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in American schools where there are Vietnamese students. The grade two text contains the following chapters: (1) Review Grade 1 Materials; (2) How Plants Grow; (3) How Animals Grow; (4) The Human Body; (5) The Earth in the Universe; (6) Air; (7) Sound; and (8) Water. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 668** FL 008 073

**I Find Out About Science. Grade 3.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—154p.; For related documents, see FL 008 071-075; In Vietnamese

Available from—Center for Applied Linguistics, 1611 North Kent, Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, \*Elementary School Science, Grade 3, \*Indochinese, Instructional Materials, \*Refugees, Science Courses, \*Science Curriculum, Science Education, Science Instruction, Sciences, \*Textbooks, \*Vietnamese

This textbook is the third in the official science series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in American schools with Vietnamese students. The grade three text contains the following chapters: (1) Review Grade 2 Material; (2) Domesticated and Non-Domesticated Animals; (3) The Main Parts of Plants and Their Functions; (4) The Human Body; (5) Food Preservation; (6) Air; (7) The Universe; and (8) Common Minerals. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 669** FL 008 074

**I Find Out About Science. Grade 4.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—185p.; For related documents, see FL 008 071-075; In Vietnamese

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, \*Elementary School Science, Grade 4, \*Indochinese, \*Refugees, Science Courses, \*Science Curriculum, Science Education, Science Instruction, Sciences, \*Textbooks, \*Vietnamese

This textbook is the fourth in the official science series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in American schools with Vietnamese students. The grade four text contains the following chapters: (1) Review Grade 3 Material; (2) Animals and Insects; (3) Plants and Trees; (4) The Human Body; (5) Minerals; (6) Metals; (7) How Matter Changes Form; and (8) Optics. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 670** FL 008 075

**I Find Out About Science. Grade 5.**

Center for Applied Linguistics, Arlington, Va.

Pub Date 76

Note—159p.; For related documents, see FL 008 071-074; In Vietnamese

Available from—Center for Applied Linguistics, 1611 North Kent Street, Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, \*Elementary School Science, Grade 5, \*Indochinese, Instructional Materials, \*Refugees, Science Courses, \*Science Curriculum, Science Education, Science Instruction, Sciences, \*Textbooks, \*Vietnamese

This textbook is the fifth in the official series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their

entirety from the original editions for use in American schools with Vietnamese students. The grade five text contains the following chapters: (1) Review Grade 4 Material; (2) The Earth; (3) Levers; (4) Floating Objects; (5) Electricity; (6) Magnets; (7) Electromagnets; (8) Chemicals; and (9) Chemical Products. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 671** FL 008 076  
**I Learn the Vietnamese Syllables, Grade 1.**

Center for Applied Linguistics, Arlington, Va.  
 Pub Date 76  
 Note—172p.; For related documents, see FL 008 076-080; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Consonants, Elementary Education, Grade 1, \*Grammar, \*Indochinese, Instructional Materials, Letters (Alphabet), Phonetics, Phonology, Pronunciation, Pronunciation Instruction, \*Reading Instruction, Reading Materials, \*Refugees, \*Syllables, \*Textbooks, \*Vietnamese, Vocal Music, Vocals

Identifiers—Songs

This textbook is the first in the reading series developed by the Ministry of Education in Saigon and was the official Ministry textbook series used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. This textbook introduces the Vietnamese alphabet which contains many vowels and consonants identical in form but not pronunciation to those of English. Practice is offered with the vowel system, the vowel nucleus, the consonant system, and tones. Also included are three children's songs and a list of letters in both script and cursive writing. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 672** FL 008 077  
**I Learn To Read, Grade 2.**

Center for Applied Linguistics, Arlington, Va.  
 Pub Date 76

Note—215p.; For related documents, see FL 008 076-080; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, Grade 2, \*Indochinese, Instructional Materials, Reading Games, \*Reading Instruction, Reading Materials, \*Refugees, \*Textbooks, \*Vietnamese, Vocal Music

Identifiers—\*Songs

This textbook is the second in the official reading series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. This grade two reader contains 57 lessons and 7 games, with a song at the end of each of the 8 chapters. The chapter headings are as follows: (1) Housing; (2) Family Life; (3) Eating and Drinking; (4) Clothing; (5) The Human Body; (6) Domestic Animals; (7) Schools, Student Life; (8) Seven Games. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 673** FL 008 078  
**Reader, Grade 3.**

Center for Applied Linguistics, Arlington, Va.  
 Pub Date 76

Note—219p.; For related documents, see FL 008 076-080; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, Grade 3, \*Indochinese, \*Instructional Materials, Poetry, Reading Instruction, \*Reading Materials, \*Refugees, \*Textbooks, \*Vietnamese

This textbook is the third in the official reading series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. This grade 3 reader consists of 96 lessons divided into eight chapters: (1) Time; (2) Human Body; (3) Food and Eating; (4) Clothing; (5) Housing; (6) Family Life; (7) In the Countryside; (8) Animals. Each chapter contains several short children's poems to be memorized. All illustrations are in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 674** FL 008 079  
**Reader, Grade 4.**

Center for Applied Linguistics, Arlington, Va.  
 Pub Date 76

Note—228p.; For related documents, see FL 008 076-080; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, Grade 4, \*Indochinese, Instructional Materials, Poetry, Reading Instruction, \*Reading Materials, \*Refugees, \*Textbooks, \*Vietnamese

This textbook is the fourth in the official reading series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. This grade 4 reader consists of 96 lessons divided into six chapters: (1) Life in the Country; (2) Life in the City; (3) Occupations; (4) Commerce and Trade; (5) Transportation; and (6) The Universe. There is a small story at the end of each chapter, as well as several short poems to be memorized. All illustrations are provided in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 675** FL 008 080  
**Reader, Grade 5.**

Center for Applied Linguistics, Arlington, Va.  
 Pub Date 76

Note—235p.; For related documents, see FL 008 076-079; In Vietnamese.

Available from—Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$6.00)

**Document Not Available from EDRS.**

Descriptors—Bilingual Education, Elementary Education, Grade 5, \*Indochinese, Instructional Materials, Poetry, \*Reading Instruction, \*Reading Materials, \*Refugees, \*Textbooks, \*Vietnamese

This textbook is the last in the official reading series developed by the Ministry of Education in Saigon and used in all public schools in Vietnam. The books in this series have been reprinted in their entirety from the original editions for use in elementary schools in the United States which have Vietnamese students. This grade 5 reader consists of 96 lessons divided into 24 chapters, with verses to be memorized in each chapter. The chapter headings are as follows: (1) Sports; (2) Athletic Games; (3) Visits Within Vietnam; (4) Visits Abroad; (5) The School System; (6) Special Schools; (7) Learned Men; (8) Research Laboratories; (9) Modern Inventions; (10) Cultural Activities; (11) Industry and Handicrafts; (12) Commerce and Trade; (13) Importation and Exportation; (14) Social Services; (15) Charity Organizations; (16) Cooperatives; (17) Different Races; (18) Religions; (19) Different Systems of Government; (20) Military Life; (21) Weapons; (22) War; (23) Peace; and (24) Military Service. All illustrations are in black and white; therefore, references to colored illustrations in the text should be ignored. (CFM)

**ED 131 676** FL 008 081  
*Chambers, Joanna F., Comp.*

**Teacher Education Programs for Bilingual Education in U.S. Colleges and Universities: 1975-1976.**

Dissemination and Assessment Center for Bilingual Education, Austin, Tex.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Apr 76

Note—49p.; Document not reproducible because of type size.

Available from—Dissemination and Assessment Center for Bilingual Education, 6504 Tracor Lane, Austin, Texas 78721

**Document Not Available from EDRS.**

Descriptors—\*Bilingual Education, Bilingual Teachers Aides, Bilingual Teachers, College Programs, \*Directories, \*Education Courses, Graduate Study, Higher Education, Methods Courses, \*Program Guides, Spanish, Teacher Certification, \*Teacher Education, \*Teacher Programs

This booklet is the fourth annual listing of "Teacher Education Programs for Bilingual Education in U.S. Colleges and Universities." Inquiries were made to all state departments of education and many institutions of higher learning. Within the alphabetically-arranged state listings, programs are grouped according to levels: paraprofessional training; bachelor, master, and doctoral degree programs; certification and endorsement programs; related courses, and courses in any subject area taught bilingually. State-level and institution contact names, addresses, and telephone numbers are provided where these were available. (Author/SW)

**ED 131 677** FL 008 082  
*Henderson, Robert T.*

**Considerations in the Development and Implementation of Supervised Self-Instructional Courses in the Uncommonly Taught Languages.**

Pub Date Aug 74

Note—47p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Autoinstructional Methods, \*Autoinstructional Programs, \*College Language Programs, Experimental Programs, Higher Education, \*Individualized Instruction, Individualized Programs, Instructional Innovation, \*Language Instruction, Language Laboratory Use, Language Programs, Material Development, Native Speakers, \*Second Language Learning, Teaching Methods, Tutorial Programs, \*Uncommonly Taught Languages

In contrast with declining interest in the study of commonly taught languages in recent years, there has been a significant growth in the demand for instruction in the "neglected" or "other" or "less commonly taught" languages; schools and universities are therefore faced with the problem of providing the opportunity for students to learn languages which in many cases have not been taught previously and for which there are no readily available instructional programs, trained teacher or tested materials. This paper examines central concepts in the development and operation of self-instructional courses in languages which would otherwise not be included in the curriculum. Among the topics discussed are: individualization of instruction, reflecting the differences in student interests, needs, aptitudes and objectives; and self-instruction, emphasizing the importance of training students in language-learning techniques. Consideration is given to material adaptation and development, participant orientation, the use of language laboratory facilities, tutorial sessions with native-speaking informants, evaluation and program supervision. (Author)

**ED 131 678** FL 008 084  
*Study Guide for Teaching English to Speakers of Other Languages.*

Montgomery County Public Schools, Rockville, Md. Dept. of Adult Education.

Pub Date Mar 75

Note—53p.

Available from—Department of Adult Education, Montgomery County Public Schools, 850 Hungard Drive, Rockville, Maryland 20850 (\$5.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Adult Education, Adult Students, Audiolingual Methods, Bibliographies, \*English (Second Language), Foreign Students, \*Language Instruction, Language Programs, Language Skills, Language Teachers, Language Tests, Manuals, Modern Language Curriculum, Phonology, Second Language Learning, Study Guides, \*Teacher Education, \*Teaching Guides, \*Teaching Methods

This study guide was prepared to assist trained teachers of English to speakers of other languages (ESOL) who work with students at the beginning and intermediate levels. These teachers have had graduate courses in descriptive linguistics, phonology, syntax, morphology, and methodology

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of teaching English to speakers of other languages. The guide includes a brief history of teaching English in the United States; suggested procedures in conducting an adult class; outline of curriculum for beginning and intermediate classes; an introduction to phonology; brief descriptions of the audio-lingual approach, the cognitive-code approach, and the eclectic approach; brief discussions of the four language skills; testing and evaluation; and a seven-page bibliography on general linguistics and ESOL. (Author/CFM)

**ED 131 679** FL 008 092

Bartos, Marilyn *And Others*

**Language and Man: An Exploratory Foreign-Language Program for Grade Six.**

American Council on the Teaching of Foreign Languages, New York, N.Y.; Monroe County Community Schools Corp., Bloomington, Ind.

Pub Date Aug 76

Note—51p.

Available from—American Council on the Teaching of Foreign Languages, Materials Center, 62 Fifth Avenue, New York, N.Y. 10011 (\$6.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Communication (Thought Transfer), Cultural Education, \*Curriculum Guides, Elementary Education, \*French, Intermediate Grades, \*Language, \*Language Instruction, Learning Activities, Lesson Plans, Morphology (Languages), Nonverbal Communication, Phonology, \*Second Language Learning, Semantics, \*Spanish, Teacher Developed Materials, Vocabulary

These materials constitute an exploratory program for grade 6 Spanish and French. Introductory units contain sample lessons, suggested activities, and test items. These units are entitled: (1) Language in Indiana; (2) How Languages Operate; (3) Detecting Meaning: Aztec Dialect; (4) How Words Came to Be and Mean What They Do; (5) Language Is Sound; and (6) Gestures. These are followed by an Introduction to Spanish and an Introduction to French, containing suggested activities for learning phonology, vocabulary, and cultural elements. (AM)

**ED 131 680** FL 008 111

Parker, Douglas V.

**The Alberta Modern Language Study. An Assessment of the Program in French as a Second Language.**

Alberta Univ., Edmonton. Faculty of Education. Spons Agency—Alberta Dept. of Education, Edmonton.

Pub Date Feb 76

Note—269p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Audio-lingual Skills, Communication Skills, Communicative Competence (Languages), Cultural Awareness, Educational Attitudes, \*French, \*Language Instruction, \*Language Programs, Language Skills, Language Teachers, Listening Comprehension, Parent Attitudes, \*Program Evaluation, Questionnaires, Secondary Education, \*Second Language Learning, Student Attitudes, Student Evaluation, Teacher Attitudes

Identifiers—\*Alberta

The purpose of this study was to evaluate French programs in Alberta. Evaluation teams visited schools in four jurisdictions; each school jurisdiction provided a representative sample of 50 non-Francophone students at each of the grades 6, 9, and 11, and a sample of 25 dropouts from the program in each of the grades 6 and 11. Tests and questionnaires were designed to determine: the attitude of students and teachers to existing French programs; the reaction of students to proposed activities in revised French programs; the attitude of parents and students to the study of French in general; and students' levels of performance in aural comprehension and oral French expression. Specifically, students were tested on aural comprehension, question-answering ability, task completion, descriptive ability, and question-asking ability. It was found that: (1) there is considerable support for learning French; (2) ability to use French effectively increases appreciably at each grade; (3) students do not think they will be sufficiently fluent by the end of grade 12; teachers tend to agree; (4) students at all grades are weakest in aural comprehension and question-asking skills; and (5) parents and elementary school students and teachers see cultural

understanding as a major objective; secondary level students do not. Five recommendations are made on the basis of this study. Statistical data is provided; and parent, student and teacher questionnaires are appended. (Author/CFM)

**ED 131 681** FL 008 119

Berry, Dale W. *And Others*

**Assessment of the Status of Bilingual Vocational Training for Adults. Final Report-Phase I. Volume I: Assessment Report.**

Kirschner Associates, Inc., Albuquerque, N. Mex. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jul 76

Contract—300-75-0333

Note—221p.; For related documents, see FL 008 120 and FL 008 121

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Adult Vocational Education, \*Bilingual Education, Bilingualism, English (Second Language), Job Training, Manpower Development, National Surveys, \*Program Descriptions, Program Evaluation, \*Vocational Retraining

Identifiers—\*Bilingual Vocational Training

The status of bilingual vocational training (BVT) for adults in the United States was studied. This portion of the three-volume report outlines the need for BVT, the legislative and programmatic responses to the need, and conclusions drawn from the assessment of BVT programs. The appendices contain a detailed discussion of procedures used for collecting data; the questionnaire administered to State Department of Education officials for compiling the program inventory; the program inventory, with detailed descriptions of BVT programs and mention of other related programs; and a chart summarizing, state-by-state, the program inventory and pertinent program characteristics. (Author/SW)

**ED 131 682** FL 008 120

Berry, Dale W. *And Others*

**Assessment of the Status of Bilingual Vocational Training for Adults. Final Report-Phase I. Volume II: Selected Annotated Bibliography.**

Kirschner Associates, Inc., Albuquerque, N. Mex. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jul 76

Contract—300-75-0333

Note—35p.; For related documents, see FL 008 119 and FL 008 121

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Adult Vocational Education, \*Annotated Bibliographies, \*Bilingual Education, Bilingualism, Educational Needs, English (Second Language), Language Instruction, Linguistics, Manpower Development, \*Vocational Retraining

Identifiers—\*Bilingual Vocational Training

This selected bibliography is the second volume of a three-volume report on the status of bilingual vocational training (BVT) for adults in the United States. The basic finding of the literature search was that little effort has been devoted to the topic of BVT, per se. Thus, the bibliography is quite limited and the works selected for inclusion are among the most relevant ones for program planners and administrators. The works are arranged into the following groupings: "The Effects of Bilingual Instruction: Evaluation and Research Findings"; "Needs: General and Specific"; "General Background on Linguistics and Bilingualism"; "Legislation"; and "Bibliographies". (Author/SW)

**ED 131 683** FL 008 121

Peterson, Morris *And Others*

**Assessment of the Status of Bilingual Vocational Training for Adults. Final Report-Phase I. Volume III: Review of Literature.**

Kirschner Associates, Inc., Albuquerque, N. Mex. Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Jul 76

Contract—300-75-0333

Note—145p.; For related documents, see FL 008 119 and FL 008 120

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—Academic Achievement, \*Adult Vocational Education, Age, \*Bilingual Education, \*Bilingualism, English (Second Lan-

guage), Intelligence, Language Attitudes, Language Research, Learning Characteristics, \*Literature Reviews, Manpower Development, Motivation, \*Second Language Learning, Self Concept, \*Vocational Retraining

Identifiers—\*Bilingual Vocational Training

This literature review is the third volume of a three-volume report on the status of bilingual vocational training (BVT) for adults in the United States. Few studies were found that directly related to conducting bilingual vocational training for adults of limited English-speaking ability. The review is divided into the following sections: (1) mother tongue versus second language instruction, (2) justifications of the need for bilingual/bicultural programs, (3) communication, (4) self-concept, (5) motivation to learn a second language, (6) first and second language learning characteristics, (7) influence of age on learning a second or foreign language; (8) effects of bilingual instruction on the native language, (9) bilingualism and intelligence, (10) effects of bilingual schooling on achievement in other subjects. Most of the experimental, evaluation, and demonstration studies were conducted in the United States and Canada. However, literature from other countries is also reported. (Author/SW)

**ED 131 684**

FL 008 122

Filipovic, Rudolf

**Reports 10, The Yugoslav Serbo-Croatian-English Contrastive Project.**

Center for Applied Linguistics, Arlington, Va.; Zagreb Univ. (Yugoslavia).

Pub Date 76

Note—145p.

Available from—Dorothy Rapp, Center for Applied Linguistics, 1611 N. Kent St., Arlington, Virginia 22209 (\$4.00)

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Contrastive Linguistics, Descriptive Linguistics, Determiners (Languages), \*English, Language Patterns, \*Nominals, \*Serbo-Croatian, Slavic Languages, Surface Structure, Syntax, \*Verbs

The tenth volume in this series contains five articles dealing with various aspects of Serbo-Croatian-English contrastive analysis. They are: "The Infinitive as Subject in English and Serbo-Croatian," by Ljiljana Bibović; "The Contrastive Analysis of Collocations: Collocational Ranges of "Make" and "Take" with Nouns and Their Serbo-Croatian Correspondents," by Vladimir Ivir and Vlasta Tanay; "Passive Sentences in English and Serbo-Croatian, Part II," and "Differences in the Surface Structure Realizations of Stative Locative Clauses in English and Serbo-Croatian," by Ljiljana Mihailović; and "An Approach to the Definite Article," by Leonardo Spalatin. (CLK)

**ED 131 685**

FL 008 126

Marin, Jose

**Spanish as a Second Language. Beginning Conversation Spanish. Spanish for Beginners, Level I. Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.**

Pub Date [76]

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Audiovisual Aids, Audiovisual Instruction, Audiovisual Programs, \*Conversational Language Courses, \*Course Content, Curriculum Guides, Educational Objectives, Instructional Materials, Language Instruction, Language Programs, Language Teachers, Language Tests, Learning Activities, \*Lesson Plans, Manuals, Secondary Education, \*Second Language Learning, \*Spanish, \*Teaching Guides, Teaching Methods

This manual outlines a beginning course in Spanish based on audio-visual-lingual methodology. Each lesson plan states the objectives, the activities to be performed, the materials to be used, and the method to use in evaluating the student's mastery of the lesson. Some examples of lesson topics are: greeting each other using Spanish names; conversation using the days of the week and other related material; classroom objects; weather conditions; introduction and oral practice of the verb "estar"; places in Mexico, Spain, and republics of Central and South America; classroom command forms; and arithmetic in Spanish. The teacher makes use of films, filmstrips, tapes, flash cards, wall maps, pictures, classroom objects and books in implementing the language instruction. (CFM)

**ED 131 686** FL 008 127

Davies, Nina Thorsen, Maria Z.

**Spanish for Spanish Speaking, Level I.**

Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.

Pub Date [76]

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Course Content, Curriculum Guides, Educational Objectives, \*Grammar, Instructional Materials, Language Skills, Learning Activities, Lesson Plans, Manuals, Oral Communication, Oral Reading, Pattern Drills (Language), Secondary Education, \*Spanish, \*Spanish Speaking, \*Speech Skills, Syntax, \*Teaching Guides, Teaching Methods, Vocabulary, Writing Exercises, \*Writing Skills  
**Identifiers**—Dialogues (Language Instruction)

This manual outlines lessons which concentrate on three areas of language study: grammatical skills, oral skills, and writing skills. Each lesson plan states the objective, the activities to be performed, the materials to be used and gives sample criteria for evaluating the student's mastery of the lesson. The grammar exercises include: sentences which the student must complete by supplying the correct grammatical form; substitution of words (for example, a future verb for a present tense one); formation of negative answers in response to questions; and formation of commands when an infinitive and a personal pronoun cue are given. The oral lessons include: monologues and dialogues for students to read aloud; directed dialogues based on previously studied vocabulary; and dictations. The writing exercises include: division of words into syllables; marking stressed syllables and putting accents on words; punctuation; writing sentences; writing paragraphs; and finding antonyms. (CFM)

**ED 131 687** FL 008 128**B.A.S.T.A. Bilingual Alternatives for Secondary Teachers and Aides. A Four District Secondary Bilingual Consortium.**

Bilingual Alternatives for Secondary Teachers and Aides, Berkeley, Calif.

Spons Agency—California State Dept. of Education, Sacramento.

Pub Date [73]

Note—15p.; Not available in hard copy due to marginal legibility of original document

Available from—B.A.S.T.A., 1414 Walnut Street, Berkeley, California 94709

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Bilingual Education, \*Bilingual Teacher Aides, \*Bilingual Teachers, Community Involvement, \*Cooperative Planning, Curriculum Development, Educational Coordination, Inservice Teacher Education, Preservice Education, Program Development, \*Secondary Education, \*Secondary School Teachers  
**Identifiers**—\*BASTA, California (Berkeley), California (Dale City), California (Oakland), California (Richmond)

A multiple school district consortium in California, entitled "Bilingual Alternatives for Secondary Teachers and Aides" (B.A.S.T.A.), helps to implement secondary bilingual projects through training and technical support. The principal activities of the consortium are program development, curriculum development, staff development, and parent/community involvement. The four school districts involved are Berkeley, Dale City, Oakland, and Richmond. (SW)

**ED 131 688** FL 008 129**Second Grade Spanish Reading Criterion Referenced Test.**

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—69p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Bilingual Education, \*Criterion Referenced Tests, Educational Objectives, Instructional Materials, Language Instruction, \*Language Tests, Primary Education, \*Pronunciation, \*Reading Tests, Second Language Learning, \*Spanish

This volume contains criterion referenced tests to be used in a Spanish-English bilingual second grade. These tests are based on pictures and word

lists and are designed to evaluate the student's pronunciation. (CFM)

**ED 131 689** FL 008 130**Second Grade Spanish Reading Teacher's Manual.**

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date [76]

Note—52p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Bilingual Education, Decoding (Reading), \*Educational Objectives, Instructional Materials, Language Instruction, Language Tests, \*Primary Education, Reading Comprehension, Reading Development, \*Reading Instruction, Reading Tests, Second Language Learning, \*Spanish, \*Teaching Guides, Vocabulary

This is a Spanish reading guide for the bilingual Spanish-English second grade teacher. The guide contains twenty-eight objectives to be mastered, with the corresponding tests. The emphasis is on encoding, decoding, vocabulary, and comprehension. (CFM)

**ED 131 690** FL 008 139**Corbell, Gloria And Others Spanish Oral Language Guide: Kindergarten Level. Espanol como Segundo Idioma. Teacher's Guide: Level I.**

Bay Area Bilingual Education League, Berkeley, Calif.

Pub Date 73

Note—275p.

Available from—Bay Area Bilingual Education League, 1414 Walnut Street, Berkeley, California 94709 (\$5.50)

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

**Descriptors**—\*Bilingual Education, Bilingualism, Curriculum Guides, English (Second Language), \*Kindergarten, \*Language Instruction, Learning Activities, Mathematics Instruction, Reading Readiness, Science Instruction, Second Language Learning, Social Studies, \*Spanish, \*Teaching Guides

This teacher's guide to Spanish language at the kindergarten level includes a recommended subject presentation sequence for the Spanish curriculum, a sample schedule, a grouping of students using three stations, and a classroom layout. The grouping would be effective when at least one-third of the children are Spanish-speaking or bilingual. The subjects listed for the individual stations are reading readiness, math, social studies, science, Spanish as a second language, and English as a second language. The Spanish curriculum units are as follows: basic greetings; commands; names; days of the week; weather; patriotic-flag; geometric shapes; numbers; colors; classroom/home objects; parts of the body; family; animals; foods; fiestas, dances, holidays, birthdays; miscellaneous songs; nursery rhymes; finger plays; jump rope rhymes; and fable board stories. (SW)

**ED 131 691** FL 008 145**Korean Phrase Book.**

Peace Corps, Washington, D.C.

Pub Date 17 Apr 73

Note—125p.; Some of the type is rather small and may be difficult to read.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Adult Education, \*Autoinstructional Aids, Instructional Materials, \*Korean, \*Language Instruction, Language Patterns, \*Pronunciation, \*Second Language Learning, \*Standard Spoken Usage, Uncommonly Taught Languages, Vocabulary, Volunteers, Word Lists

**Identifiers**—\*Peace Corps

This is a brief guide to Korean pronunciation and phrases, prepared for U.S. Navy personnel. Expressions are grouped according to the following headings: (1) emergency expressions; (2) general expressions; (3) personal needs; (4) location and terrain; (5) roads and transportation; (6) communications; (7) letters, numbers, size, time, etc.; (8) additional terms; and (9) important signs. These chapters are followed by an alphabetical word list. The English word or phrase is followed by the phonetic Korean pronunciation, followed by the Korean spelling. A set of phonograph records, issued with the Korean Language Guide (Introductory Series), may be used along with the phrase book. (AM)

**Document Resumes****ED 131 692**

Enteser, M. Ehsen

**Intermediate Dari for Peace Corps Volunteers.**

Afghanistan.

Peace Corps, Washington, D.C.

Pub Date May 66

Note—188p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors**—Adult Education Programs, Adult Programs, Adult Students, Educational Programs, \*Instructional Materials, \*Language Instruction, Language Programs, \*Languages for Special Purposes, Pattern Drills (Textbooks), \*Second Language Learning, \*Textbooks, Uncommonly Taught Languages, Volunteers  
**Identifiers**—Afghanistan, \*Dari, \*Peace Corps

This more advanced Dari text was designed for Peace Corps Volunteers in Afghanistan who desired to speak the language on higher levels, but it could also be used during the last part of the training programs in the United States. It follows the author's elementary text, "Farsi Reference Manual Basic Course," which has been used in all the Afghan Peace Corps training programs. This text is divided into eight units which contain presentation, reinforcement, recapitulation, and conversation drills. Dari script materials are included. (CFM)

**ED 131 693**

Schut, Albert J. Komaitai, Ratu Rusiate T.

**Lessons in Fijian.**

Peace Corps, Washington, D.C.

Pub Date May 68

Note—194p.; Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, Adult Programs, \*Grammar, \*Instructional Materials, \*Language Instruction, Pattern Drills (Language), Phonology, Pronunciation, \*Second Language Learning, Substitution Drills, \*Textbooks, Uncommonly Taught Languages, Vocabulary, Volunteers

**Identifiers**—\*Fijian, \*Peace Corps

This is a Fijian grammar developed by the Peace Corps. A preliminary section on spelling and pronunciation is followed by 18 chapters, each consisting of a dialogue, substitution and repetition drills, and vocabulary. (AM)

**ED 131 694**

Stilo, Donald L. And Others

**Introductory Persian.**

Peace Corps, Washington, D.C.

Pub Date [66]

Note—392p.

**EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.**

**Descriptors**—English (Second Language), \*Intensive Language Courses, \*Language Instruction, Language Programs, Languages for Special Purposes, Language Teachers, Pattern Drills (Language), \*Persian, \*Second Language Learning, \*Teacher Education, Textbooks, Volunteers

**Identifiers**—\*Peace Corps

This introductory text for Persian was designed for use in intensive Peace Corps training, with emphasis on the field of teaching English as a foreign language. The text includes an introduction which gives the language instructor a brief outline of how to teach the course. Each lesson consists of a dialogue followed by pattern practices of various types: simple, complex, multiple, and forced substitution; expansion; conversation; pronunciation; intonation; and review drills. (CFM)

**ED 131 695**

Roulin, George

**Kanouri.**

Peace Corps, Washington, D.C.

Pub Date 66

Note—113p.; Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adult Education, Adult Programs, \*Adult Students, \*African Languages, Bilingual Teachers, Educational Programs, French, Grammar, \*Instructional Materials, \*Language Instruction, Language Programs, Pattern Drills (Language), Phonetics, \*Second Language Learning, Teaching Guides, \*Textbooks, Training, Vocabulary, Volunteers

**Identifiers**—Africa, Chad, \*Kanouri, Niger, \*Peace Corps

## Document Resumes

This material is a series of lessons prepared in French to give an introduction to the Kanouri language. The need for such material arose during a twelve-week Niger-Chad Peace Corps training project which took place at San Francisco State College in the summer of 1966. The teachers were bilingual French-Kanouri speakers, and it was therefore necessary to do translations in French. The Kanouri text was set down using French spelling conventions. This series of lessons is not a self-instruction course. A native speaker-teacher is needed to instruct the student in the subtleties of pronunciation, cadence, rhythm and tone of the Kanouri language. Some of the lessons have used the Peace Corps' Djemba Basic Course materials as a guide. English as well as French translations are given throughout the lessons. (Author/CFM)

**ED 131 696** FL 008 150  
*Kim, Chang Whan*

**Lessons in the Korean Language and Culture for Teachers of English as a Second Language.**

Peace Corps, Washington, D.C.  
 Pub Date 70

Note—171p.; Filmed from best available copy; Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Asian Studies, \*Cross Cultural Studies, Cultural Awareness, Cultural Background, Cultural Differences, Cultural Traits, \*English (Second Language), English for Special Purposes, \*Instructional Materials, \*Korean, \*Korean Culture, Language Instruction, Language Teachers, Second Language Learning, \*Teacher Education, Textbooks, Volunteers  
**Identifiers—**\*Peace Corps

This language text is designed to introduce the Korean language and culture to Peace Corps trainees and volunteers who will be teachers of English as a second language to Korean students. The disciplines of language training, cross-cultural training, and TESL are combined in a single volume into one integrated curriculum. The text contains 100 cycles or units which include short passages in the Korean language, cultural information (Cross Cultural Language Experience), and grammar explanations (TESL Information). (CFM)

**ED 131 697** FL 008 152  
*Summary of Dr. John B. Carroll's "The Foreign Language Attainments of Language Majors in the Senior Year."*

Peace Corps, Washington, D.C.  
 Pub Date Aug 68

Note—36p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Achievement Tests, Audiolingual Skills, College Language Programs, \*College Majors, \*College Students, Educational Diagnosis, French, German, Higher Education, Italian, \*Language Instruction, \*Language Proficiency, Language Skills, Language Teachers, \*Language Tests, Modern Languages, Questionnaires, Russian, \*Second Language Learning, Second Languages, Spanish, Standardized Tests, Study Abroad  
**Identifiers—**\*Peace Corps

This report summarizes a study published in 1967 by Harvard University which assessed foreign language proficiency of U.S. college seniors majoring in French, Spanish, Italian, German, and Russian. The measures used were the following: the MLA Foreign Language Proficiency Tests (Form A): Listening, Speaking, Reading, and Writing; the Modern Language Aptitude Test, Sections 3-5; Questionnaire for Foreign Language Majors; and Questionnaire for Foreign Language Department Chairmen. After identifying factors associated with language achievement, the study suggested improvements in American foreign language teaching, including the advocacy of Foreign Service Testing. The major conclusion was that generally the level of achievement among foreign language majors at the senior level and that of teachers at the NDEA Language Institutes is poor. These findings are relevant to Peace Corps language trainees, whose level of proficiency is very high. (AM)

**ED 131 698** FL 008 158  
*Hoy, P. H.*

**The Early Teaching of Modern Languages. A Summary of Reports from Sixteen Countries.**

**Council of Europe: Symposium on Modern Languages in Primary Education (Bakkerne, Holte [near Copenhagen], 20-25 September, 1976).**

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Pub Date 76

Note—24p.; For related documents, see FL 008 159 and FL 008 160

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Age, \*Educational Policy, \*Elementary Education, \*Files Programs, \*Language Instruction, Modern Languages, School Systems, \*Second Language Learning

**Identifiers—**Belgium, Denmark, \*Europe, Finland, France, Greece, Iceland, Ireland, Luxembourg, Malta, Netherlands, Norway, Sweden, Switzerland, Turkey, United Kingdom, West Germany

The results of a questionnaire from 16 European countries concerning the early teaching of modern languages are presented. The 16 countries involved are: Belgium, Denmark, Finland, France, Federal Republic of Germany, Greece, Iceland, Ireland, Luxembourg, Malta, Netherlands, Norway, Sweden, Switzerland, Turkey, and the United Kingdom. The findings indicate European trend toward lowering the starting age for learning modern languages. A majority of countries introduce the teaching of at least one modern language at, or below, the age of 10. The main problems connected with the early teaching of modern languages are classified under the headings of "organizational," "political," "sociological," "pedagogical," and "financial." A sample questionnaire is included in the report. (SW)

**ED 131 699** FL 008 159  
*Hoy, P. H.*

**The Conditions for Success. Council of Europe: Symposium on Modern Languages in Primary Education (Bakkerne, Holte [near Copenhagen], 20-25 September, 1976).**

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Pub Date 76

Note—11p.; For related documents, see FL 008 158 and FL 008 160

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Administrative Problems, Educational Attitudes, Educational Objectives, \*Educational Problems, \*Elementary Education, \*Flex Programs, Language Attitudes, \*Language Instruction, Modern Languages, Program Development, School Systems, \*Second Language Learning  
**Identifiers—**\*Europe

The main conditions necessary for the successful introduction of the early teaching of modern languages (ETML) are outlined. The processes that are usually involved in the introduction of ETML into a country or region are listed. Obstacles to the successful introduction of ETML and the role of European cooperation in overcoming obstacles are also discussed. In the appendix, a model is presented for differentiating among the methods and aims needed by children of varying ability. (SW)

**ED 131 700** FL 008 160  
*van Ek, J. A.*

**Significance of the Threshold-Level in the Early Teaching of Modern Languages. Council of Europe: Symposium on Modern Languages in Primary Education (Bakkerne, Holte [near Copenhagen], 20-25 September 1976).**

Council of Europe, Strasbourg (France). Committee for General and Technical Education.

Pub Date 76

Note—13p.; For related documents, see FL 008 158 and FL 008 159

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Articulation (Program), Educational Needs, \*Educational Objectives, Educational Planning, \*Elementary Secondary Education, Flex Programs, \*Language Instruction, \*Language Learning Levels, Language Proficiency, Language Skills, Modern Languages, \*Second Language Learning  
**Identifiers—**Eupore, \*Threshold Level (Language)

It is maintained that if foreign language learning is included at the elementary school level, it should be done to make it possible for the large majority of the pupils to reach a certain minimum objective in secondary education. And, elementary schools must reach one common objective

which is closely related to the minimum objective of secondary education. It follows that secondary schools should fully accept and recognize what has been achieved in the primary schools and start teaching at the point where the elementary schools stopped. It is reported that a minimum objective for secondary education has been developed and approved in a meeting of delegates from a dozen European countries. This objective, the "Threshold Level," is a systematic description of what is involved in using a language for general communication purposes. It is proposed that the Threshold Level could form the basis for the definition of an objective for the early teaching of modern languages. (Author/SW)

**ED 131 701** FL 008 162

*Pope, Mary L. And Others*

**Nauqiaq Aglalivimmi (The Flower in the Classroom).**

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jul 76

Note—32p.; In Inupiat

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Alaska Natives, \*Bilingual Education, Bilingual Students, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Reading Instruction, \*Reading Materials, Textbooks  
**Identifiers—**\*Alaska, \*Inupiat

This elementary language text is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak. It contains a story about a flower that begins to grow in a rug in a classroom. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 702** FL 008 163

*Pulu, Tupou L. And Others*

**Uqaqut Kuuvannin (Stories of the Upper Kobuk).**

Alaska State-Operated Schools, Anchorage.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Sep 76

Note—59p.; In Inupiat

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Alaska Natives, \*Bilingual Education, Bilingualism, Bilingual Schools, Bilingual Students, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, Language Programs, Reading Instruction, \*Reading Materials, Textbooks  
**Identifiers—**\*Alaska, \*Inupiat

This elementary language text is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak. It contains twenty-two short passages entitled "Anchorage," "A New Car," "Telephones," "Telescopes," "Talking," "Alicag," "Amagak," "Rice," "Gas Light," "Mirror," "Pilot Bread," "Winter Snow," "Dall Creek," "Bear Creek Mine," "Bornite," "People Were Not Buried," "When an Eskimo Died," "Uluuataq Died," "The White Man's Way," "Qalhaapak Felt Badly," "The Old Way," and "Which Way is Better?" Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back of the book. (CFM)

**ED 131 703** FL 008 164

*Pope, Mary L. And Others*

**Nuutuyigiaq Tuttugiaq (The Lynx and the Two Caribous).**

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Oct 76

Note—32p.; In Inupiat

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks  
**Identifiers—**\*Alaska, \*Inupiat

This second grade elementary language text, designed for children in bilingual Inupiat-English programs in Ambler, Kobuk, Kiana, Noorvik, and Shungnak, contains a story about a lynx who tries to kill two caribou at one time but who is himself killed. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 704** FL 008 165

*Pope, Mary L. And Others*

**Alli-Lu Iunnani-Lu (Alli and His Friends).**  
Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jul 76

Note—33p.; In Inupiat; For related document, see FL 008 172

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This third grade elementary language text, designed for children in bilingual Inupiat-English programs in Ambler, Kobuk, Kiana, Noorvik, and Shungnak, is a story about the adventures of an animal named Alli and his friends. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 705** FL 008 166

*Cleveland, Truman*

**Anuniaqti (Hunting).**

Alaska State-Operated Schools, Anchorage.  
Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Sep 76

Note—29p.; In Inupiat

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, Elementary Grades, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak, contains fourteen passages about hunting in Alaska. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 706** FL 008 167

*Pope, Mary L. And Others*

**Sumik Naivich? (What Can You Smell?).**

Alaska State-Operated Schools, Anchorage.  
Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Aug 76

Note—55p.; In Inupiat

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This elementary language text is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak. It contains a story about two sisters who enjoy identifying smells such as flowers, smoke, coffee, meat, fur, cake, gasoline, and spring. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 707** FL 008 168

*Pope, Mary L. And Others*

**Katak (Molly).**

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jul 76

Note—47p.; In Inupiat; For related document, see FL 008 174

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, Beginning Reading, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This story about a girl named Molly is a preprimer designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak. It follows the first preprimer, "Denny." Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 708** FL 008 169

*Pope, Mary L. And Others*

**Killiq Sikumi (The Hole in the Ice).**

Bilingual Education Consultant Services, Barrow, Alaska.

Pub Date 76

Note—52p.; In Inupiat

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, Elementary Grades, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This fourth grade elementary language text is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, and Shungnak. It contains a story about two friends who fall through a hole in the ice and land in a hidden spaceship with a being from outer space aboard. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 709** FL 008 170

*Pope, Mary L. And Others*

**Saqlik (Denny).**

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jul 76

Note—46p.; In Inupiat; For related document, see FL 008 171

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, Beginning Reading, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This story about a boy named Denny is a preprimer designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik and Shungnak. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 710** FL 008 171

*Pope, Mary L. And Others*

**Qlugaq (Denny).**

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date 76

Note—44p.; In Inupiat; For related document, see FL 008 170

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This preprimer, designed for children in bilingual Inupiat-English programs in the Alaskan village of Barrow and several small villages near Barrow, is a story about a boy named Denny.

**Document Resumes**

77

Each page of text is illustrated with a black-and-white drawing. The English equivalent is not given, but it may be found in FL 008 170, which has the same text written in the Upper Kobuk dialect. (CFM)

**ED 131 711**

FL 008 172

*Pope, Mary L. And Others*

**Ugruyaaglu Avilaqtigatiglu (Alli and His Friends).**  
Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date 76

Note—28p.; In Inupiat; For related document, see FL 008 165

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This third grade elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan village of Barrow and several small villages near Barrow, contains one story about the adventures of an animal named Alli and his friends. The material is presented with many illustrations depicting the events in the story. The English equivalent is not given but it may be found in FL 008 165, which has the same text written in the Upper Kobuk dialect. (CFM)

**ED 131 712**

FL 008 173

*Pope, Mary L. And Others*

**Simik Aapumik Tauqsraq (Tommy Buys an Apple).**  
Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date 76

Note—31p.; In Inupiat

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, Beginning Reading, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This first grade elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan village of Barrow and several small villages near Barrow, contains one story. Each page of text is illustrated with a black-and-white drawing. The English equivalent is not given. (CFM)

**ED 131 713**

FL 008 174

*Pope, Mary L. And Others*

**Panluraq (Molly).**

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date 76

Note—44p.; In Inupiat; For related document, see FL 008 168

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, Beginning Reading, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This preprimer, designed for children in bilingual Inupiat-English programs in the Alaskan village of Barrow and several small villages near Barrow, is a story about a girl named Molly. It follows the first preprimer, "Denny." Each page of text is illustrated with a black-and-white drawing. The English equivalent is not given, but it may be found in FL 008 168, which has the same text written in the Upper Kobuk dialect. (CFM)

**ED 131 714**

FL 008 193

*Nadeau, Adela And Others*

**The Nestor School Bilingual-Bicultural Education Model: Native Language Strand, Second Language Strand, Concept Development Strand, and Cultural Awareness Strand.**

Pub Date Nov 75

Note—270p.; M.A. Thesis, United States International University

## Document Resumes

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**  
 Descriptors—Biculturalism, \*Bilingual Education, \*Bilingualism, Cognitive Development, Concept Formation, Cultural Awareness, Cultural Background, Cultural Education, English (Second Language), Ethnic Studies, Interference (Language Learning), \*Language Programs, Mexican Americans, \*Primary Education, \*Program Descriptions, Second Language Learning, Spanish, Spanish Speaking, \*Team Teaching  
**Identifiers—Elementary Secondary Education Act Title VII, ESEA Title VII**

This study describes the kindergarten to level 3 curriculum of a bilingual-bicultural education program at Nestor Elementary School in Imperial Beach, California, under E.S.E.A. Title VII. It discusses the specific program environment and classroom organization used to implement the curriculum. The curriculum is divided into four main strands: native language, second language, concept development, and cultural awareness. The two investigators were teachers working as a team integrating the four strands at each grade level (kindergarten to three) during the period 1969 to 1975. The program has among its major aims the development of coordinate bilingualism not only for the Spanish-speaking Mexican-American student but for his native English-speaking peer as well. The major conclusions reached in this study are: (1) a strong commitment to a maintenance philosophy of bilingual education approached in a team-teaching manner has created the environment for the Spanish language that allows coordinate bilingualism to develop; (2) the two separate language environments and models have encouraged students to use the languages independently of each other, thus producing a higher degree of bilingualism; (3) strong native language development has been shown to be the key to second language acquisition; and (4) Anglo students have become progressively more bilingual. (CFM)

**ED 131 715** FL 008 194

**Language in Society; Semantics. Occasional Papers No. 6. University of Essex Language Centre.**

Essex Univ., Colchester (England). Language Centre.

Pub Date Feb 70

Note—38p.

Available from—Language Centre, University of Essex, Wivenhoe Park, Colchester CO4 3SQ, England (limited supply, 1 pound, 4 pence).

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Bachelor's Degrees, College Language Programs, Communicative Competence (Languages), \*Computational Linguistics, Contrastive Linguistics, \*Course Descriptions, Cultural Context, Cultural Education, \*Curriculum Design, Deep Structure, Grammar, Higher Education, \*Language Instruction, Lexicology, Linguistic Theory, Machine Translation, Mathematical Linguistics, Phrase Structure, Questionnaires, Russian, \*Second Language Learning, \*Semantics, Sentence Structure, Structural Analysis, Syntax, Vocabulary, Word Frequency Identifiers—\*Slovochetaniye, USSR

This volume consists of three articles. "Language and Society" in the B.A. Scheme," by M. O'Toole, is a revised version of some proposals for incorporating a "Language and Society" course in the second year of the B.A. program at the Language Centre. Ten propositions are offered as a basis for discussion. "Some Soviet Research in Computational Linguistics," by P.T. Culhane, summarizes the results of a questionnaire sent to Russian organizations involved in computational linguistics. The table provides the following information: (1) town; (2) team size; (3) use of word count; (4) use of computer; (5) language(s); and (6) chief field of research. "Semantics via Machine Translation" by P.T. Culhane discusses the search for semantic relationships in Soviet linguistics in the context of machine translation, and in particular the theory of "slovochetaniye" (or word-combination), and Zholkovsky and Mel'chuk's study for a semantic dictionary. (AM)

**ED 131 716** FL 008 201

*Baker, Charlotte*

**Eye-Openers in ASL.**

Pub Date 2 May 76

Note—15p.

Available from—California Linguistics Association Conference Proceedings, San Diego State University, San Diego, California

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Aurally Handicapped, Body Language, Communication (Thought Transfer), \*Deaf, \*Eye Movements, Grammar, \*Manual Communication, \*Nonverbal Communication, Semiotics, \*Sign Language, Syntax, Visual Discrimination, Visual Stimuli  
**Identifiers—\*American Sign Language**

This paper summarizes most of what Sign linguists know about the function of the eyes in American Sign Language discourse. Here, "eyes" is taken to cover both opening and closing of the eyes and looking in a particular direction, referred to as the signer's "gaze-direction." Evidence is presented demonstrating that a signer's gaze can be lexically determined or function in emphasis placement, as a noun modifier, a pronominal reference, an indicator of a direct quotation narrative, or as evidence of a constituent boundary. Closing the eyes may give greater emphasis to a manual sign. Finally, it is hypothesized that the location of blinks in ASL discourse corresponds to the interactants' organization of the communication and may be a fruitful source of information in locating and describing the syntactic constituents of American Sign Language. (Author)

**ED 131 717** FL 008 202

*Van Wyk, E. B.*

**Differential Intra-Language Tolerance of Bilingual Interference.**

Pub Date [76]

Note—8p.; Paper presented at the International Congress of the Association Internationale de Linguistique Appliquée (4th, Stuttgart, Germany, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Afrikaans, \*Bilingualism, Contrastive Linguistics, \*English, \*Interference (Language Learning), \*Language Attitudes, \*Language Proficiency, Language Research, Language Usage, Linguistic Theory, Oral Communication, Phonology, Second Languages, Sociolinguistics, Syntax, Vocabulary

Evaluation of a bilingual's proficiency in a second language (S) should consider the extent to which his performance is influenced by his competence in his native or primary language (P). An evaluation of proficiency in an S language should reflect the intuitions of S's native speakers. It is found that native speakers do not regard all instances of interference in S usage of their mother tongue as equally deviant from its P usage. This study looks at the nature and depth of interference in S Afrikaans usage by native English speakers, and the attitudes towards this interference. A differential tolerance of interference is described, applying to the phonological, syntactic, and lexical levels of Afrikaans. Cases of interference recognized as maximally deviant are of the low tolerance type, while minimally deviant cases are of the high tolerance type. Two principles underlie this differential tolerance: linguistic distance determines that the use of an element or rule not found in P usage will result in low tolerance interference, and vice-versa; stylistic connotation determines that interference coinciding with strongly marked stylistic or sociolinguistic variants in P usage will result in low tolerance, and vice-versa. The latter principle outweighs the former. (CLK)

**ED 131 718** FL 008 203

*Desoriano, Ramesh A. Gershman, Janis S.*

**An Evaluation of the 1975-76 Chinese-Canadian Bi-Cultural Program.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date Jun 76

Note—47p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Biculturalism, \*Bilingual Education, Bilingualism, \*Chinese, Chinese Culture, Cultural Background, Cultural Education, \*English, Language Instruction, \*Program Evaluation, Questionnaires

**Identifiers—Canada, Ontario (Toronto)**

A Chinese-Canadian bi-cultural program was carried out in two Toronto public schools which had high percentages of students with a Chinese background. The program was designed to: (1) provide the children of the Chinese parents with educationally sound opportunities to learn the culture and language of their adopted country; (2) preserve the culture and language of their Chinese national origin; (3) eliminate the necessity

for Chinese parents to enroll their children in a Chinese school after regular school hours; and (4) prevent or minimize the communication gap between the Chinese parents and children. This report presents a brief description of the program and the results of questionnaires completed by 130 students, 160 parents, and 20 teachers involved in the program. Most students, parents, and teachers agreed that the program was successful in making students more aware of Chinese culture, but some teachers felt that the program was less successful in relating Canadian and Chinese culture. Parents (especially Chinese-responding) were most favourable to program continuation and indicated a desire for more instruction in Chinese writing, reading, and conversation. Among the teaching staff there was generally a very wide range of opinion about the program, and some differences appeared to exist between the two schools. (Author/CLK)

**ED 131 719** FL 008 206

*Desoriano, Ramesh A.*

**The 1975 Every Student Survey: Program Placement Related to Selected Countries of Birth and Selected Languages.**

Toronto Board of Education (Ontario). Research Dept.

Pub Date Aug 76

Note—68p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Economic Factors, \*Elementary Secondary Education, Ethnic Groups, \*Ethnic Origins, Immigrants, \*Non English Speaking, Occupations, \*School Surveys, \*Socioeconomic Background, Socioeconomic Influences, Student Characteristics, \*Student Placement

**Identifiers—Canada, Ontario (Toronto)**

This is the third in a series of four reports from Toronto's 1975 Every Student Survey. This report describes the relationships between students' social and demographic background and program placement in the elementary and secondary school in the Toronto school system. Its purpose is to examine the relationships between program placement and both ethnic background and parental occupational status. The survey upon which the report is based established that almost 50% of the 1975 school population in Toronto came from low socio-economic backgrounds; 46% had English as a second language, and almost 60 nations were claimed as "country of birth" by at least 25 students per nation. Approximately 7.5% of the elementary school population was served by special education programs, and approximately 60% of the secondary school population was enrolled in the fifth level of secondary school. Students' background characteristics were consistently related to program placement. The socioeconomic background of students in the Toronto school was generally a far better predictor of both special class placement and level of study in the secondary school than either country of birth or mother tongue. (Author/CLK)

**ED 131 720** FL 008 209

*French, Patrice*

**Patterns of Verbal and Nonverbal Qualification in Very Young Children.**

Pub Date Sep 75

Note—8p.; Paper presented at the International Child Language Symposium (3rd, London, England, September, 1975); Best copy available

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Adjectives, Age, \*Child Language, Cognitive Development, \*Cognitive Processes, Concept Formation, \*Language Development, Language Learning Levels, Language Research, Language Usage, Linguistic Theory, Psycholinguistics, \*Semantics, Verbal Development, Vocabulary

Factor analysis accounts for most of the variance in adult ratings of concepts with adjectives. Affective reactions are present in young infants, but still to be explored is how the stable adult factor structure develops from these reactions. Three questions are investigated in this study: (1) is this factor structure present in 3- and 4-year-olds; (2) does it occur initially verbally or nonverbally; and (3) is it an age-related or a stage-related development? Nineteen subjects ranging in age from 3:0 to 5:1 years, with a mean age of 4:0, were given the task of rating concepts both verbally and nonverbally. With adults, factor analysis reliably divides scales into three factor groups: evaluation, potency, and activity. Factor

analysis of the present data, however, found no structure at all, rather great variability among children in their use both of words and pictographs. Though each child must learn the adult factor structure for himself, the similarity between children's strategies for word concatenation increases with age. Appropriate use of graphic scales appears sooner than that of verbal scales, providing evidence that language is perhaps not a system separate from other cognitive systems. (CLK)

**ED 131 721** FL 008 210  
*Di Pietro, Robert, Ed.*  
**Interfaces, Linguistics and Psychoanalysis Newsletter, No. 6.**

Pub Date 76

Note—15p.

Available from—Robert Di Pietro, Dept. of Linguistics, Georgetown University, Washington, D.C. 20057 (free).

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Discourse Analysis, Drug Addiction, \*Idioms, Language Usage, Linguistic Theory, Newsletters, Oral Communication, \*Psychiatry, \*Psycholinguistics, Psychotherapy, \*Semantics, \*Structural Analysis, \*Transformation Generative Grammar, Verbal Communication

This newsletter reports on phenomena at the intersection of linguistics and psychoanalysis and psychiatry. This issue consists of the following articles: (1) an editorial entitled "Idioms, How We Love/Have You!", on the possible reasons behind the use of idioms; (2) "The Last Renaissance (Language in a Drug Rehabilitation Community)," by Harold Amers, on the adaptive functions of language use in the transition from narcotics addiction to a drug-free life; (3) "The Psychosomatic Will See You Now, Mr. Thurber," by Robert N. Ross, describing research on ways of analyzing semantic structures underlying the speech of patients undergoing psychotherapy; (4) "Words and Things," by Celia Gracia, on the relationship between form and content; and (5) "The Possibility Principle in Semantics," by Elaine Chaika, on generative grammar and semantics. The articles are followed by News Notes. (AM)

**ED 131 722** FL 008 212  
*Pulu, Tupou L. And Others Timivit (Our Body).*

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jun 76

Note—24p.; For related documents, see FL 008 214, FL 008 219, and FL 008 220; In Inupiat **EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, Reading Materials, \*Workbooks

Identifiers—\*Alaska, \*Inupiat

This second grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a black-and-white drawing of a part of the body with an appropriate caption. (CFM)

**ED 131 723** FL 008 214  
*Pulu, Tupou L. And Others Savakasrat Kinalchisit (Numbers 1-10).*

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jun 76

Note—13p.; For related documents, see FL 008 212, FL 008 219, and FL 008 220; In Inupiat **EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Alaska Natives, Arithmetic, \*Bilingual Education, Bilingual Students, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, \*Mathematics Materials, Numbers, Primary Grades, Reading Instruction, Reading Materials, \*Workbooks

Identifiers—\*Alaska, \*Inupiat

This first grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a par-

ticular number, a corresponding picture with an appropriate caption, and lines for the child to use in writing the number. (CFM)

**ED 131 724** FL 008 219  
*Pulu, Tupou L. And Others Minuutit (Colors).*

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jun 76

Note—14p.; For related documents, see FL 008 212, FL 008 214, and FL 008 220; In Inupiat **EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, \*Color, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, Reading Materials, \*Workbooks

Identifiers—\*Alaska, \*Inupiat

This first grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a captioned black-and-white drawing to be colored. (CFM)

**ED 131 725** FL 008 220  
*Pulu, Tupou L. And Others Aglaich Savaaksrat (Alphabet).*

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jun 76

Note—27p.; For related documents, see FL 008 212, FL 008 219, and FL 008 214; In Inupiat **EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, Handwriting, \*Instructional Materials, \*Letters (Alphabet), Primary Grades, Reading Instruction, Reading Materials, \*Workbooks, Writing, Writing Exercises

Identifiers—\*Alaska, \*Inupiat

This first grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a particular letter, a black-and-white drawing which represents a word which contains this letter, and lines the child is to use for writing the letter. (CFM)

**ED 131 726** FL 008 222  
*Pope, Mary L. And Others Sumik Tusraavich? (What Can You Hear?)*

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Aug 76

Note—81p.; For related documents, see FL 008 162-170, 223-224; In Inupiat **EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This first grade elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kobuk, Kiana, Noorvik, Selawik, and Shungnak, is a story about two children listening to various sounds and trying to identify them. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 727** FL 008 223  
*Pope, Mary L. Pulu, Tupou L. Ugruyaaq (Alii Ugruk).*

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date 76

Note—37p.; For related documents, see FL 008 162-170, 222-224; In Inupiat **EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Identifiers—\*Alaska, \*Inupiat

This first grade workbook is designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Kobuk, Noorvik, Selawik, and Shungnak. Each page has a par-

ticular number, a corresponding picture with an appropriate caption, and lines for the child to use in writing the number. (CFM)

**ED 131 728** FL 008 224  
*Pope, Mary L. Pulu, Tupou L. Putu Tuasigasq Asriagpanmik (Tommy Buys an Apple).*

Bilingual Education Consultant Services, Barrow, Alaska.

Spons Agency—Upper Kobuk Eskimo Language Program, Shungnak, Alaska.

Pub Date Jul 76

Note—33p.; For related documents, see FL 008 162-170, 222-223; In Inupiat **EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Alaska Natives, \*Bilingual Education, Bilingual Students, Cultural Context, \*Elementary Education, \*Eskimo Aleut Languages, Eskimos, \*Instructional Materials, Primary Grades, Reading Instruction, \*Reading Materials, Textbooks

Identifiers—\*Alaska, \*Inupiat

This third grade elementary language text, designed for children in bilingual Inupiat-English programs in the Alaskan villages of Ambler, Kiana, Noorvik, Selawik, and Shungnak, is a story about the adventures of an animal named Alli. Each page of text is illustrated with a black-and-white drawing. The English equivalent is given at the back and is not included in student copies of the book. (CFM)

**ED 131 729** FL 008 230  
*Galyean, Beverly Human Teaching and Human Learning in the Language Class: A Confluent Approach.*

Confluent Education Development and Research Center, Santa Barbara, Calif.

Pub Date Mar 76

Note—71p.; For related document, see FL 008 231

Available from—CEDARC, Box 30128, Santa Barbara, California 93105 (\$3.50) **EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Cognitive Development, Curriculum Development, Curriculum Guides, Elementary Secondary Education, Grammar, Higher Education, \*Humanistic Education, \*Language Instruction, Language Teachers, \*Personal Growth, Psychological Needs, \*Second Language Learning, \*Self Concept, Self Esteem, \*Teaching Methods

Identifiers—\*Gestalt Awareness Theory

Much attention has been given to the imbalance between thinking and feelings in the educational process. Human teaching calls for merging the cognitive and affective processes into one confluent learning experience. Language learning is viewed primarily as a means for affective reflective communication. Personal growth merges with language proficiency in the classroom. The strategies and lessons presented in this book result from five years of pilot projects in confluent teaching and have been tried for all levels of teaching. Usually they are incorporated into already existing methods and materials and serve to expand traditional materials and methods to include affective and interpersonal learning. The book includes 8 chapters: (1) Introduction; (2) Gestalt and Foreign Language Teaching; (3) 13 Ways to Spice Up Language Teaching; (4) Who Am I? Astrology, Fantasy, Values; (4) Where Am I Going? Who Is Going with Me? How Will I Arrive There?; (6) Working with the Verb "To Be"; (7) Feeling Words and the Verb "To Be"; and (8) How to Beat the Day-Back Blues. (Author/CFM)

**ED 131 730** FL 008 231  
*Galyean, Beverly Language from Within: A Handbook of Teaching Strategies for Personal Growth and Self Reflection in the Language Classes.*

## Document Resumes

**Confluent Education Development and Research Center, Santa Barbara, Calif.**  
Pub Date Mar 76

Note—115p.; For related document, see FL 008 230  
Available from—CEDARC, Box 30128, Santa Barbara, California 93105 (\$3.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Elementary Secondary Education, Grammar, Higher Education, \*Humanistic Education, \*Language Instruction, Language Programs, Language Teachers, Nonverbal Communication, \*Personal Growth, Psychological Needs, \*Second Language Learning, Self Actualization, \*Self Concept, Self Esteem, \*Teaching Methods.

**Identifiers—**Gestalt Awareness Theory, \*Language from Within Program

The "Language from Within" program is a collection of Gestalt strategies based on the principles of confluent education and adapted for use in the foreign language classroom. The underlying principles of confluent education are: awareness of feelings as the source of personal meaning (subject matter is learned only when the student sees how it is related to his personal life); direct communication (the "I-You" encounter takes precedence in humanistic education and therefore many of the strategies call for the students to work with a partner and talk directly to that partner); the use of nonverbal forms of communication (the students use their bodies to express words); living in the "here and now" immediacy of the classroom (an actual situation becomes the content for language practice); developing positive and helpful relationships with each other (students utilize many opportunities to give each other positive feedback, appreciations, affirmations and warm acknowledgements); the use of guided imagery (students close their eyes and allow themselves to be led on fantasy journeys); responsibility for choosing and accepting consequences of choices (students become aware of who they are and how they choose to act); the use of projection exercises (these exercises allow students to see themselves as objects); active listening (students learn the skills of listening to each other); and the use of art, music, dramatics, and poetry as means of expression. Eight units contain sample Gestalt strategies for language teaching: (1) introductory lessons for the first months; (2) verbs in the present tense; (3) adjectives; (4) pronouns; (5) adverbs; (6) verb tenses; (7) reflexive verbs; imperative mood; (8) comparative and superlative. These strategies aim at providing energizing learning environments for self-discovery and positive growth. (CFM)

**ED 131 731** FL 008 232  
**Toward Meaningful and Equal Educational Opportunity. Report of Public Hearings on Bilingual-Bicultural Education.**

**California State Legislature, Sacramento. Assembly Special Subcommittee on Bilingual-Bicultural Education.**

Pub Date Jul 76  
Note—166p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors—**American Indians, Asian Americans, \*Biculturalism, \*Bilingual Education, Chinese Americans, Court Litigation, \*Educational Legislation, Educational Opportunities, Educational Philosophy, \*Educational Policy, Equal Education, Federal Programs, Filipino Americans, Japanese Americans, Language Programs, Portuguese Americans, Spanish Americans, \*State Programs

This report summarizes testimony taken from 103 witnesses during six public hearings on bilingual-bicultural education held between October 27 and December 9, 1975 in San Diego, Los Angeles, Fresno, and San Francisco by the Special Subcommittee on Bilingual-Bicultural Education of the California State Assembly. The report is divided into four chapters. Chapter 1, "Bilingual Program Background," describes the history and status of federal and state bilingual programs. Chapter 2, "Legal and Philosophical Aspects of Bilingual-Bicultural Education Programs," provides a brief history of the philosophies of bilingual education in the state and the nation through the various court decisions preceding and including the Lau decision. Chapter 3, "Synopsis of Testimony Presented to the Special Subcommittee," groups the testimony presented from the major language-cultural groups in the state

(Spanish, Chinese, Japanese, Filipino, Portuguese, Southeast Asians, and Native Americans) under the three general areas of Program, Evaluation, and Funding. Chapter 4, "The Legislative Options for Bilingual Bicultural Education," categorizes over two hundred recommendations presented to the Special Subcommittee in the public hearings and communications to the Subcommittee concerning bilingual policy, program and administrative options available to the Legislature. Among the recommendations were the following: (1) that the "Lau Remedies" should be a minimum program requirement; and (2) that local boards of education should be required to adopt policies in conformity with federal regulations. (Author/CFM)

**ED 131 732** FL 008 234

*Ashrif, Muhammad I.*  
**English-Mandinka Dictionary.**  
Peace Corps, Washington, D.C.

Pub Date Jun 65  
Note—149p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*African Languages, \*Dictionaries, \*English, \*Instructional Materials, Language Instruction, Language Skills, Language Usage, \*Mandingo, Reference Books, Second Language Learning, Vocabulary

This English-Mandinka dictionary is part of the Peace Corps language training instructional materials series. Many of the entries include sample sentences illustrating the use of a given item. (CLK)

**ED 131 733** FL 008 235

*Sosseh, Hayib*  
**A Basic Olof Course with Cultural Notes.**  
Peace Corps, Washington, D.C.

Pub Date [65]  
Contract—PSC-75-01  
Note—82p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*African Languages, Cultural Context, \*Cultural Education, \*Instructional Materials, \*Language Instruction, Language Skills, Oral Communication, Phonology, \*Second Language Learning, Teaching Methods, Textbooks, Volunteers, \*Wolof

This basic Olof course consists of a series of dialogues with drills, questions and improvised situations based on the real life experiences of Peace Corps volunteers in the Gambia. The teaching method is structured around choral repetition, backward build-up for difficult sequences, individual repetition, precise explanations of vocabulary, and dictation. There are some grammatical explanations, although the major emphasis is on proficiency in oral communication. Substitution, transformation, and expansion drills follow the dictation. Students are also required to improvise situations in which they create their own dialogues and make the best use of their vocabulary. There is a concerted attempt to integrate language and cultural factors in each lesson, and this is to be reinforced by role-playing activities and field trips. The basic objectives of the course include an understanding of Gambian culture and effective use of language in accomplishing basic daily living tasks. (CLK)

**ED 131 734** FL 008 238

*Sosseh, Hayib*  
**A Basic Mandinka Course with Cultural Notes.**  
Peace Corps, Washington, D.C.

Pub Date [65]  
Contract—PSC-75-01  
Note—79p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*African Languages, Cultural Context, \*Cultural Education, \*Instructional Materials, \*Language Instruction, Language Skills, \*Mandingo, Oral Communication, \*Second Language Learning, Teaching Methods, Textbooks, Volunteers

This basic Mandinka course consists of a series of dialogues with drills, questions, and improvised situations based on the real life experiences of Peace Corps volunteers in the Gambia. The teaching method is structured around choral repetition, backward build-up for difficult

sequences, individual repetition, precise explanations of vocabulary, and dictation. There are some grammatical explanations, although the major emphasis is on proficiency in oral communication. Substitution, transformation, and expansion drills follow the dictation. Students are also required to improvise situations in which they create their own dialogues and make the best use of their vocabulary. There is a concerted attempt to integrate language and cultural factors in each lesson, and this is to be reinforced by role-playing activities and field trips. The basic objectives of the course include an understanding of Gambian culture and effective use of language in accomplishing basic daily living tasks. (CLK)

## HE

**ED 131 735** HE 007 689

*Scheps, Clarence*  
**Meeting the Demand for Accountability. NACUBO Professional File v8 n2.**

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Mar 76  
Note—6p.

Available from—NACUBO, 1 Dupont Circle, Suite 510, Washington D.C. 20036 (1-10 copies available on request, larger orders at \$0.15 per copy)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Accountability, Colleges, Cost Effectiveness, \*Educational Finance, \*Federal Aid, Finance Reform, Financial Support, \*Government Role, \*Higher Education, Post Secondary Education, Productivity, State Aid, Universities

On the minds of all who serve higher education in administrative capacities is the acceleration in demands to be accountable to the federal government—that is, to give assurances that resources are being used prudently and effectively. This occurs primarily in two areas: in the increase in federal financial involvement in higher education, and in the increasing demands on higher education to respond to social changes. In the first case, institutions have generally cooperated well with the federal government. In the second case, costs of implementing federally mandated programs have increased at a high rate, disproportionate to other costs and revenues; institutions are now so dependent on federal funds that they may feel they do not have the option of rejecting new programs. It is necessary for institutions to strike a balance between (1) the desirability of autonomy and (2) the reality of accountability to constituents (state and federal governments, accrediting associations) as well as within the institution. Some authorities argue that simplified, annotated financial statements may be helpful, especially by bringing fiscal awareness to all sectors of the academic community. (Author/MSE)

**ED 131 736** HE 008 198

*Rumble, Greville W. S. V.*  
**The Economics of the Open University of the United Kingdom.**

Open Univ., Walton, Bletchley, Bucks (England).

Pub Date Jun 76  
Note—39p.; Paper presented to the Anglian Regional Management College/Organization for Economic Cooperation and Development, "International Management Development Programme for Senior Administrators in Institutions of Higher Education" (Danbury, England, June 27-July 2, 1976)

Available from—The Open University, P.O. Box 82, Milton Keynes, MK7 6AU, England

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Educational Economics, Educational Finance, Estimated Costs, \*Expenditure Per Student, \*External Degree Programs, \*Higher Education, Input Output Analysis, \*Instructional Student Costs, Open Education, Post Secondary Education, \*Student Costs, Unit Costs, Universities

**Identifiers—**\*Open University, United Kingdom

The paper starts with a general description of the Open University's teaching system as it operated in 1976, and student progress through the system. It then analyzes the University's cost structures on the basis of the University's 1976

**Recurrent Estimates**, and by indicating, on the basis of the information given, estimated average, marginal, and incremental recurrent costs per undergraduate, and shows how average costs per undergraduate will change given various levels of course provision and undergraduate student numbers. Finally, the paper tentatively indicates recurrent costs per Open University graduate. (Author/MSE)

**ED 131 737**

HE 008 236

*Pace, C. Robert***Evaluating Higher Education. Topical Paper No. 1.**

Arizona Univ., Tucson. Coll. of Education.

Pub Date Jul 76

Note—24p.

Available from—Chairman, Committee on Higher Education, University of Arizona, 1415 N. Fremont, Tucson, Arizona 85719 (\$2.00)  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*College Role, College Students, Educational Assessment, Educational Experience, Educational Responsibility, \*Environmental Influences, Evaluation Criteria, \*Higher Education, \*Models, \*Student College Relationship, \*Student Development, Student Evaluation, Summative Evaluation

The ways many people view higher education today are examined, especially some of the ways evaluators, researchers, and others are assessing college benefits and college impact. Trends toward getting a college education without going to college are discussed, with reference to the evaluation design of the input-environment-output model. College effects of college impact or environmental influences are defined as what is left after input differences have been accounted for. This model is criticized for suggesting that four years in college has no significant impact on a student. Suggestions are offered that depart from the common, experimental, cause-and-effect research model. A contextual model is proposed for evaluating student development in college. The basic features are suggested by the words: experience and events, environment, and effort, leading to development and "impress." (LBH)

**ED 131 738**

HE 008 291

**Higher Education in the States. Vol. 5, No. 4.**

Education Commission of the States, Denver, Colo.

Pub Date 76

Note—91p.

Available from—Education Commission of the States, Suite 300, Lincoln Tower Building, 1860 Lincoln Street, Denver, Colorado 80203  
**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Annual Reports, Budgeting, Committees, Educational Needs, \*Educational Planning, Enrollment, Foreign Countries, Governance, \*Higher Education, Legislation, \*State Action, State Aid, \*State Boards of Education, State Programs, \*Statewide Planning

Identifiers—Canada, \*Education Commission of the States

Annual reports from 45 states, the District of Columbia, and three Canadian provinces are presented. They focus on problems, activities, achievements, and other areas of interest to the postsecondary education community. Each state commission on higher education reviews such topics as pertinent legislative actions, priorities, enrollment, governance, and budgeting. (LBH)

**ED 131 739**

HE 008 295

*Saupe, Joe L. Stephens, W. Ed.***Differential by Level and Per Credit Student Charges in Major Public Universities, 1974-75.**

Missouri Univ., Columbia. Office of Institutional Research.

Report No.—IR-74-11

Pub Date Nov 74

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—College Students, \*Educational Finance, \*Expenditure Per Student, Graduate Students, \*Higher Education, Land Grant Universities, National Surveys, State Universities, \*Student Costs, Tables (Data), \*Tuition, Undergraduate Students, \*Unit Costs

Identifiers—National Assoc State Universities Land Grant Coll, University of Missouri

Two aspects of student charge assessment are examined: (1) assessing students on a full "per-credit-hour-enrolled" basis, and (2) assessing

more advanced students at higher rates. Questionnaires were sent to 39 major public universities believed to assess students in either of these ways. The national office of the National Association of State Universities and Land-Grant Colleges, which annually collects data on student charges, provided from its 1974-75 survey information used to select the institutions to be included in this University of Missouri Survey. Responses from 33 institutions are reported, and statistical tables are provided. Eight universities assess undergraduate charges on a per-credit basis and two additional universities assess graduate student charges on a pre-credit basis, while charging undergraduates by a traditional flat-rate scheme. Overall, 22 of the 33 sample universities (or over 25 percent of the survey population) charge graduate students at a higher rate than undergraduates. Four of these 22 make an additional differentiation between lower division (freshman-sophomore) and upper division students. Six additional universities assess graduate student charges at lower rates than undergraduate student charges. Evaluative comments from the universities are included. (LBH)

**ED 131 740**

HE 008 300

*Aberman, Hugh M.***Report on Centennial Class Survey: Four Year Trends. Part II. The Runner Study.**

Pub Date 75

Note—21p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College Role, \*College Students, \*Higher Education, Individual Development, Personal Growth, Personality Change, \*Personality Studies, Political Attitudes, Scores, \*Student Attitudes, \*Student Development  
 Identifiers—Runner Studies of Attitude Patterns, \*Shippensburg State College

The effect that four years of college has on student personality test scores was examined at Shippensburg State College. The personality measure administered in all three Centennial Class testings was the "Runner Studies of Attitude Patterns". The 14 Runner variables are categorized as control-oriented, freedom-oriented, affiliation-oriented, and recognition-oriented. Tentative findings of the study included the following: (1) The impact of college experiences on student personality scores was clearly evident. (2) Different sets of variables seem to have had early or late impact changes. Variables changing within the first two years of college taken together suggest a receptiveness to new experience; the last two years seemed to display a sobering period. (3) Males and females experienced largely similar personality adjustments, though there were differences in intensity and significance of some variables. (4) An analysis by self-labelled political philosophy showed liberal and middle-of-the-road students followed a four-year pattern of continuous change in scores. (5) Students grouped by college curriculum also showed varying patterns of change of personality scores through college. (Author/LBH)

**ED 131 741**

HE 008 312

*Trotman, James G.***The Use of a Mathematical Model to Assist in Formulating an Institutional Tenure Policy.**

Pub Date Nov 76

Note—53p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*College Faculty, Employment Qualifications, \*Higher Education, \*Instructional Staff, \*Mathematical Models, Models, Policy Formation, Probationary Period, Statistical Data, \*Teacher Employment, Teacher Retirement, \*Tenure  
 Identifiers—\*York College

Since 1972 the national percentage of tenured faculty has risen from 43 to 60 percent, and from 23 to 52 percent at York College of Pennsylvania. The tenure policy has been debated there and nationally, and the college has changed its policy almost annually. This study first established an analytic faculty profile to determine the parameters for a mathematical model for projecting the future percent of faculty on tenure. Using the parameters for York College established that the tenure rate would rise from 52.4 percent in 1976 to 73.4 percent in 1986. Each of the parameters are discussed as they affect the outcome of the model. The growth rate of the faculty, the growth rate of the tenured faculty, and the percent of tenured faculty were

considered, along with a discussion of the factors necessary to maintain an established tenure ratio. Recommendations are made regarding: more effective staff planning procedures; more careful appointment procedures; use of the maximum probationary period; more careful tenure evaluation; examination of an early retirement policy; and the elimination of the present departmental quota policy. (Author/LBH)

**ED 131 742**

HE 008 315

*Saicher, Robert L.***Current Status of Planning at Hampton Institute.**

Hampton Inst., Va.

Pub Date 1 Oct 74

Note—6p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Decision Making, Delivery Systems, Departments, Educational Administration, \*Educational Planning, \*Higher Education, \*Institutional Research, Planning Meetings, \*Program Planning, Status Identifiers—\*Hampton Institute

The 1973-74 academic year marked the inception of a formal long-range planning program at Hampton Institute. The year began with the Educational Staff Institute orienting the faculty, staff, students, and alumni to the significance of the long-range planning process and the role that each academic department, division, and support area would be expected to play in formulating a plan. The program plan for each academic and each support area has been summarized by the Planning Office, reviewed by the Planning Team, and analyzed by the Analytical Studies Group. Project objectives will be presented regarding decisions, facilities, data, or services. Final recommendations received from the Executive Committee will be reviewed by the Long-Range Planning Council and incorporated into the planning program where necessary. (Author/LBH)

**ED 131 743**

HE 008 317

*Hill, Johnny Ray***A Contemporary Status Report on the Libraries of Historically Black Public Colleges and Universities.**

American Association of State Colleges and Universities, Washington, D.C.; National Association of State Universities and Land Grant Colleges, Atlanta, Ga. Office for Advancement of Public Negro Colleges.  
 Pub Date 20 Sep 76

Note—28p.

Available from—Office of Advancement of Public Negro Colleges, 805 Peachtree Street, N.E., Suite 577, Atlanta, Georgia 30308

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Libraries, Educational Supply, Equal Education, Federal Aid, Financial Needs, \*Higher Education, Land Grant Universities, Librarians, \*Library Acquisition, \*Library Services, National Surveys, \*Negro Colleges, State Aid, State Colleges, State Universities, Statistical Surveys, \*University Libraries

Trends and emerging developments within the libraries of 34 traditionally public black colleges and universities are examined, based on the questionnaire responses of chief librarians working within those institutions. This report interprets certain progress made by the colleges primarily within the last three years. It also presents certain findings regarding student enrollment, collections, staffing patterns, facilities, financial support, interinstitutional cooperation, services to students, and selected general information. Statistical tables relating to these areas are included. It is concluded that although progress is apparent, tremendous work is needed for these institutions to gain parity with comparable institutions. The solution resides in increased funding from four sources: the state legislature, federal government, alumni association, and private foundations or other philanthropic organizations. One of the pressing problems of the traditionally public black colleges continues to be the elimination of deficiencies caused by the historic inequities of financial and professional support. (LBH)

**ED 131 744**

HE 008 318

**Formal Funding Mechanisms for State Support of Public Colleges and Universities in Michigan Based on a Study of Funding Mechanisms Across the Nation.**

Michigan State Dept. of Education, Lansing.

## 82 Document Resumes

Pub Date Jun 76

Note—65p.

Available from—Michigan State Department of Education, Lansing, Michigan

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Budgeting, College Planning, \*Educational Finance, Equalization Aid, \*Higher Education, Institutional Research, Operating Expenses, \*Resource Allocations, \*State Aid, State Colleges, State Universities, Statewide Planning

Identifiers—\*Budget Formulas, \*Michigan

Alternative funding mechanisms for appropriating operating and capital outlay revenue for public colleges and universities are described. The following conclusions are drawn: (1) Budget formulas are utilized by 25 of the 50 states in allocating funds to higher education. (2) Budget formulas are used predominantly in budget areas where data related to expenditures are most easily quantifiable, such as instruction and departmental research. (3) Budget formulas are an effective means of implementing zero-base budgeting. (4) They are more easily understood than other methods, but may not be flexible enough to reflect actual needs. (5) A budget formula for Michigan colleges and universities should provide equal funding for programs of instruction and support services where quantifiable data is available to indicate that programs and services are comparable. (6) The budget formula should provide an equitable foundation of support for higher education, but should recognize differences in the role and mission of individual institutions. (7) The funding mechanism should provide for exceptions to the formula-calculated amount if the institution can support such a request with adequate rationale. (Author/LBH)

**ED 131 745** HE 008 319

Cowley, W. H.

**Crucial Decisions in American Higher Education.**

Pub Date 4 Mar 63

Note—11p.; Speech given before the National Conference on Higher Education (18th, Chicago, Illinois, March 4, 1963)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Colleges, Community Colleges, \*Decision Making, Educational Finance, \*Educational History, \*Educational Research, Graduate Study, \*Higher Education, \*Historical Reviews, \*Policy Formation, Universities

Identifiers—\*Post Secondary Education as a Field of Study

In an informal address, this David Jacks Professor of Higher Education offers a historical review of decision-making in American higher education. This discussion centers around these milestones: the founding of Harvard in 1636; the first alumni gift in 1648; faculty organization in 1725; annual subventions for state universities in 1805; the Dartmouth College Case in 1819, which distinguished between public and private institutions; the first self-study in 1825; the 1828 Yale Report; the 1862 Land Grant College Act; the recognition of research in 1876; the beginning of graduate school domination over undergraduate education in 1890; and the establishment of two-year colleges in 1921. It is concluded that decision-making historically has been a function of all participants, including faculty members, students, alumni, administrators, trustees, professional organizations, accreditation bodies, government, and the public. (LBH)

**ED 131 746** HE 008 324

Serediak, Barbara Dingle, Robert

**Fact Book 1975-76. Report No. 111.**

Calgary Univ. (Alberta). Office of Institutional Research.

Pub Date May 76

Note—108p.; Best available copy

Available from—University of Calgary, 2920 24 Avenue, N.W., Calgary, Alberta, Canada

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Faculty, Course Descriptions, \*Educational Finance, Foreign Countries, Grades (Scholastic), \*Higher Education, Institutional Research, \*School Statistics, Space Utilization, \*Statistical Data, \*Student Enrollment, Tables (Data), Universities

Identifiers—Canada, \*University of Calgary

The Fact Book is compiled annually to help meet statistical information requirements for planning and analysis at all levels of the university. Its definitions, formats, and contents have evolved over the years in response to changing

campus information needs. This seventh edition contains historical data on student enrollment, faculty and support staff members, courses, grades, finances, and space. The date of record for all data is December 1 unless otherwise indicated. Information is provided for the current year and for various periods up to 10 years. All of the material is presented in tabular form, with the exception of several graphs. (Author/LBH)

**ED 131 747** HE 008 325

Nangle, John E.

**A Study of Graduate Student Attitudes Regarding Graduate Education at Western Michigan University.**

Western Michigan Univ., Kalamazoo. Office of Institutional Research.

Pub Date May 74

Note—78p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—College Environment, Demography, Facilities, Foreign Students, \*Graduate Students, Graduate Surveys, \*Higher Education, \*Institutional Research, Internship Programs, Questionnaires, \*School Surveys, Statistical Data, Student Attitudes, \*Student Opinion, Student Reaction

Identifiers—\*Western Michigan University

The population from which the sample was systematically drawn was defined as those students enrolled in courses for graduate credit during the Winter 1973 semester, including 3,106 on-campus students, 1,051 taking courses off-campus, and 88 taking work both on- and off-campus. The questionnaire contained 10 sections: background and demographic information; satisfaction with academic program; adequacy of facilities and services; participation opportunities; admission and assessment; program changes; decisions to specialize; future plans; miscellaneous (thesis supervision, internship experiences, and problems of foreign students); and overall evaluation. A 75 percent questionnaire return rate was obtained. Some general conclusions were that: satisfaction is higher for those working toward a specific degree, for those at advanced degree levels, for full-time students, and for on-campus students. (LBH)

**ED 131 748** HE 008 326

Michaels, Mervin G. And Others

**Methodology for Academic Program Analysis. Report No. 95.**

Calgary Univ. (Alberta). Office of Institutional Research.

Pub Date May 73

Note—47p.; Best available copy.

Available from—University of Calgary, 2920 24 Avenue, N.W., Calgary, Alberta, Canada T2N 1N4

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Budgeting, Data Bases, Educational Administration, \*Educational Finance, Foreign Countries, \*Higher Education, Input Output Analysis, \*Institutional Research, \*Methods, Models, Operating Expenses, \*Resource Allocations

Identifiers—Canada, \*University of Calgary

The proposed methodology was designed to implement the Board of Governor's January 9, 1973, motion regarding the translation of the university's 1973-74 operating budgeting into a program budget showing the resources required by the various university programs and outputs. The methodology defines the main functions of the university in terms of primary programs (instruction, research, and public service) and the activities supportive to them (services to academic community and university administration). The line-item operation budget is assigned to these functions and their outputs. The methodology was tested on a historical data base for 1971-72. Along with a detailed description of the method, this report includes the project time schedule, initiation form, program classification structure, software-to-implement methodology, sample software outputs, a resource requirements prediction model, and budgets. (Author/LBH)

**ED 131 749** HE 008 330

**Consortium Directory Update. (October 1976).**

Council for Interinstitutional Leadership, Washington, D.C.

Pub Date Oct 76

Note—9p.

Available from—Council for Interinstitutional Leadership, 8606 Jones Mill Road, Washington, D.C. 20015

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Affiliated Schools, \*Colleges, \*Consortia, Cooperative Planning, Directories, \*Higher Education, Institutions, \*Interinstitutional Cooperation, Post Secondary Education, Regional Cooperation, \*Universities

Identifiers—\*Council for Interinstitutional Leadership

In this consortium directory update, 122 cooperative arrangements in postsecondary education are listed that have a membership of more than 1,250 institutions. Members of the Council for Interinstitutional Leadership are identified. Each consortium listed is a voluntary formal organization, has two or more member institutions, is general purpose, is administered by a professional director, and requires continuing membership ship (LBH)

**ED 131 750** HE 008 339

Weisberger, June

**Faculty Grievance Arbitration in Higher Education: Living with Collective Bargaining. IPE Monograph No. 5.**

State Univ. of New York, Ithaca. School of Industrial and Labor Relations at Cornell Univ. Report No—IPE-Monograph-5.

Pub Date Jan 76

Note—50p.

Available from—Publications Division, New York State School of Industrial and Labor Relations, Cornell University, P.O. Box 1000, Ithaca, New York 14853 (\$2.25)

Journal Cit—Institute of Public Employment Monograph; n5 Jan 1976

**Document Not Available from EDRS.**

Descriptors—\*Arbitration, \*Collective Bargaining, Collective Negotiation, Court Litigation, Courts, Due Process, Employment Problems, \*Faculty Organizations, Governance, Grievance Procedures, \*Higher Education, Legal Problems, \*State Colleges, Teacher Associations, \*Universities

Faculty collective bargaining is a recent development on the campuses of four-year colleges and universities. The factors that stimulated this development are outlined in this study as are some of the special problems generated by faculty bargaining, especially determination of the bargaining unit and the appropriate scope of negotiations. Some general observations on faculty grievance arbitration, the City University of New York (CUNY) experience, the State University of New York (SUNY) experience, and the Pennsylvania State Colleges experience are presented to see whether there are any common approaches or patterns to the arbitration awards and collective bargaining agreements. The relation between the courts and higher education grievance arbitration is outlined as being based on decisions originating in the private sector. Several cases are cited as establishing precedents in the area of grievance arbitration. Patterns and problems in the grievance arbitration and collective bargaining practices that are unique to higher education are presented and some generalizations for the future development of procedures are made. (JMF)

**ED 131 751** HE 008 342

**Guidelines for a Corporate Fellowship Program.**

Council for Financial Aid to Education, New York, N.Y.

Pub Date 76

Note—56p.

Available from—Council for Financial Aid to Education, 680 Fifth Avenue, New York, N.Y. 10019 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Business, Business Responsibility, Doctoral Programs, \*Educational Finance, \*Fellowships, Graduate Students, Graduate Study, \*Guidelines, \*Higher Education, Masters Degrees, Post Doctoral Education, Professional Education, Research, \*Student Financial Aid

Identifiers—CFAE, \*Council for Financial Aid to Education, Nondegree Programs

The rationale for corporate support of graduate and professional education is based on the idea that educated manpower and knowledge are essential ingredients for corporate success in today's technological society. Corporations can help insure a continuing supply of this manpower through student fellowship programs to benefit

graduate and professional study and postdoctoral research. The Council for Financial Aid to Education (CFAE) provides guidelines for establishing corporate programs in support of these types of study. Guidelines and illustrations for degree programs are provided including objectives, provisions, selection criteria, administration, publicity, evaluation and review, contacts with fellows, corporate programs, special university programs, and programs administered by noncollegiate organizations. Nondegree programs such as summer programs, including those for graduate students, and nondegree fellowship programs administered by universities and by noncollegiate organizations are outlined, as are degree and non-degree advanced study programs for employees. A sampling of fellowship costs is provided in the document along with an index of company programs and organizations. (JMF)

**ED 131 752 HE 008 346**  
*Pommer, Luthene*

**1974-75 Fact Book on Higher Education in Michigan.**

Michigan State Dept. of Education, Lansing.

Pub Date Jul 75

Note—279p.; Best available copy.

Available from—Higher Education Management Services, Michigan Department of Education, Lansing, Michigan

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Associate Degrees, Bachelors Degrees, \*Degrees (Titles), Demography, Doctoral Degrees, \*Educational Finance, \*Enrollment Rate, Equal Education, Ethnic Distribution, \*Facilities, Higher Education, Masters Degrees, \*Post Secondary Education, Racial Distribution, Salaries, \*State Surveys, \*Statistical Surveys, Tenure  
Identifiers—\*Michigan

Statistical information on Michigan colleges and universities is presented and covers degrees and awards, enrollments, facilities, finances, racial-ethnic enrollments, and salaries and tenure. Information was obtained from forms completed by the institutions and collected by the Michigan Department of Education. (Author)

**ED 131 753 HE 008 351**  
*Hoyt, Donald P., Stewart, Michael O.*

**Faculty Rewards, Faculty Accomplishments, and Sex Discrimination.**

Pub Date May 76

Note—21p.; Paper presented at the annual forum of the Association for Institutional Research (May, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*College Faculty, \*Evaluation Criteria, Faculty Evaluation, \*Higher Education, \*Merit Rating Programs, \*Rewards, Salary Differentials, \*Sex Discrimination

Officials at a number of higher education institutions have shown that considerable discrepancies exist in faculty salaries, corresponding to sex differences. To date, there has been no satisfactory way to examine the relationship between faculty accomplishments and rewards in the merit system. This study was undertaken to assess the nature of reward discrepancies, using self-assessments by a group of faculty members on 14 measures of reward and 46 measures of accomplishment. With the use of conventional statistical analyses, it was determined that (1) the reward system is more complex than originally assumed, since personal values play an important role; (2) not surprisingly, the structure of faculty accomplishments is complex; (3) two of the reward factors, travel and professional development assistance, are unrelated to accomplishment; and (4) the charge of sex discrimination is supported on only the monetary reward dimension. (MSE)

**ED 131 754 HE 008 352**  
*Pugh, Richard C. And Others*

**Changes in Undergraduate Grading Patterns at Indiana University, Bloomington Campus, 1969-1972.**

Indiana Univ., Bloomington, Office of Institutional Research.

Pub Date May 74

Note—144p.

Available from—Office of Institutional Research, Indiana University, Bloomington, Indiana 47401.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Academic Ability, Academic Achievement, \*Grades (Scholastic), \*Higher Education, \*Student Evaluation, \*Trend Analysis, Units of Study (Subject Fields)  
Identifiers—\*Indiana University

Three complementary studies comprise the report: (1) Descriptive Grade Distributions, (2) Measured Trends in Grade Distributions, 1969-1972, and (3) Grade Distributions among Academic Subsets. In the first, percent grade distributions are tabulated by subject field, by year, by upper and lower division, and by two categories of course enrollment. The second study undertook to relate the change in average grades to average ability levels (as measured by SAT scores) over four years. The hypothesis that the steady increase in average grades is a primary function of an increase in students' average ability was not supported. In the third study, trends in average grades were examined to determine whether or not they are consistent across department groupings in the College of Arts and Sciences. Upper and lower division courses are considered separately. There was found a general tendency for the percent of A's, I's, and W's to increase, and for C's and D's to decrease. Numerical tables are included with each study. (MSE)

**ED 131 755 HE 008 358**  
*Cope, Robert G., Ed.*

**Information for Decisions in Postsecondary Education. (15th Annual Forum, St. Louis, Missouri).**

Association for Institutional Research.

Pub Date 75

Note—437p.

Available from—Association for Institutional Research, Education Building, Florida State University, Tallahassee, Florida 32306 (\$10.00)

**EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.**

Descriptors—Academic Achievement, Administrator Evaluation, Affirmative Action, College Admission, Colleges, Community Colleges, Consumer Protection, Curriculum Evaluation, \*Decision Making, \*Educational Administration, Educational Finance, Enrollment Influences, Ethics, Faculty Evaluation, \*Information Needs, Information Systems, Information Utilization, Institutional Administration, \*Institutional Research, Junior Colleges, Management Information Systems, Models, \*Post Secondary Education, Private Colleges, Program Budgeting, Small Schools, Statewide Planning, Student Attitudes, Student Evaluation of Teacher Performance, Students, Universities Identifiers—Delphi Technique

These proceedings include 83 papers and 24 abstracts of papers contributed at the AIR's Annual Forum. Practitioners at two- and four-year colleges and universities, public and private (teachers, department chairmen, and administrators) as well as theoreticians are addressed. Papers fall into 13 categories: (1) presidential address and theme elaboration; (2) planning and management analysis; (3) financial analysis; (4) faculty evaluation, analysis, and development; (5) decision strategies for management; (6) program budgeting; (7) state level planning and analysis; (8) affirmative action and consumer protection; (9) student admission, retention, and follow-up; (10) institutional research: theory and technique; (11) consensus developing techniques; (12) simulation models and management information systems; and (13) course and curriculum analysis. (MSE)

**ED 131 756 HE 008 361**  
*Advising on Financial Requirements of Michigan Colleges and Universities.*

Michigan State Dept. of Education, Lansing.

Pub Date Jul 73

Note—57p.; Best available copy.

Available from—Michigan Department of Education, P.O. Box 420, Lansing, Michigan 48902.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Budgeting, Capital Outlay (for Fixed Assets), \*Educational Finance, Facility Utilization Research, \*Higher Education, Space Utilization, \*State Departments of Education, State Schools, \*Statewide Planning, \*Tables (Data)

Identifiers—\*Michigan

This planning document was prepared in response to the fourth basic responsibility of the State Board of Education regarding the planning and coordination of postsecondary education in

Michigan. Specifically, it is the responsibility of the State Board "to review and make recommendations concerning operating and capital budgets of public institutions." This report indicates operating and capital needs for public baccalaureate institutions and public community and junior colleges, the need for detailed information regarding space utilization, and draws important conclusions regarding the need for comprehensive and continuous fiscal and facilities planning. Data tables are included. (Author/MSE)

**ED 131 757 HE 008 369**

*Call, M. Douglas And Others*  
**Degrees Conferred by West Virginia Institutions of Higher Education 1975-76.**

West Virginia Board of Regents, Charleston.

Pub Date Aug 76

Note—161p.; Best available copy.

Available from—West Virginia Board of Regents, 1316 Charleston National Plaza, Charleston, West Virginia 25301.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Degrees (Titles), \*Higher Education, Intellectual Disciplines, \*Private Colleges, \*State Schools, \*Tables (Data), Units of Study (Subject Fields)

Identifiers—\*West Virginia

West Virginia's 25 public and private community colleges, four-year colleges, and universities are surveyed for information concerning 30 areas of study. Highlights of the data are given, followed by comprehensive numerical tables. Categories of information included are: control of institution (public or private), sex of student, level of degree, level of institution, academic area of study, individual institution, number of degrees conferred, and degree programs. (MSE)

**ED 131 758 HE 008 371**

*Weldon, Kent Makowski, David*  
**Federal Funding of Postsecondary Education in the 13 Western States.**

Western Interstate Commission for Higher Education, Boulder, Colo. Information and Analysis Service.

Pub Date Jul 76

Note—22p.

Available from—The Information and Analysis Service, Western Interstate Commission for Higher Education, P.O. Drawer P, Boulder, Colorado 80302

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Educational Finance, \*Federal Aid, \*Federal Programs, Federal State Relationship, Financial Support, \*Higher Education, Regional Cooperation, Regional Planning, State Aid, \*State Federal Aid, \*Student Financial Aid

Identifiers—\*Western Interstate Commission for Higher Education, WICHE

This summary report on the distribution of federal postsecondary education funds in the Western states is presented by the Western Interstate Commission for Higher Education. The basic concerns addressed in the study are: What major federal assisted programs affect postsecondary education? How should federal program assistance to states be measured? How much do WICHE states receive? and Where can additional information be obtained? The major federal programs examined are the Basic Opportunity Grants; the Supplemental Educational Opportunity Grants; College Work Study; National Direct Student Loans; Guaranteed Student Loans; Institutional Development; Social Security Student Benefits; Veteran's Education Benefits; and Federal Research and Development. New gains and losses of federal funds for the entire WICHE region and for each state within the region by program are shown in a series of charts. Various methods of determining a measure for federal program assistance to analyze the impact of programs are given. The method used in this study is to identify reasonable measures of program intent, to develop hypothetical distributions of federal funds using these program intent measures, and finally to compare these hypothetical distributions with actual federal disbursals statistics. (JMF)

**ED 131 759 HE 008 373**

*Lind, Douglas A.*  
**Criteria Warranted for Evaluation of Academic Programs at The University of Toledo.**

Pub Date 76

## Document Resumes

Note—19p.; Paper presented at the National Conference of the Association for Institutional Research (16th, Los Angeles, Calif., May 3-6, 1976)

### EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Education, Cost Effectiveness, \*Department Directors (School), \*Evaluation Criteria, \*Evaluation Methods, Factor Analysis, Faculty, Faculty Evaluation, \*Higher Education, Institutional Research, Legislation, Performance Criteria, \*Program Evaluation, Relevance (Education), Statistical Analysis, Student Attitudes, Student Opinion Identifiers—Department Chairpersons, \*University of Toledo

The Ohio legislature adopted a Bill calling for an evaluation of the performance of academic programs of state-assisted institutions of higher education. The selection of criteria utilized in evaluation is critical. A list of criterion statements was compiled from materials on hand, from accrediting agency information, and out of the experiences and inquiries of the committee. This study attempts to develop criteria other than the two standard types: "cost-benefit" and "enrollment-driven." The model developed requires the identification of program objectives and relating those objectives to the expectations of the public to be served. A list of 33 criteria statements was developed by the committee and distributed to all department chairmen at the University of Toledo and to 1,116 students receiving degrees in June 1975. The responses were scaled and factor analysis used to determine the relationships among variables. The nine factors identified are: program size, understanding the program, description and objectives, academic standards, cost efficiency, innovative programs, employability, supportive nature of the program, public relations, and nonteaching work of the faculty. Comparison is made between department chairmen and students on these factors; of the scores for each factor for the department chairmen and students by college; and of scores for each factor for graduates and department chairmen by level of program. (JMF)

### ED 131 760

HE 008 375

Thomas, C. R.

#### Faculty Unions: Criticism and Structure.

West Virginia Univ., Morgantown. Dept. of Educational Administration.

Pub Date 76

Note—14p.

Available from—Dept. of Education Administration, West Virginia Univ., Morgantown, West Virginia.

Journal Cit—Collective Bargaining Perspectives; v1 n9 Entire Issue 1976

### EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Collective Bargaining, College Administration, College Faculty, \*Faculty, \*Faculty Organizations, \*Higher Education, Organization, Union Members, \*Unions

Faculty unions have become a reality on many college campuses. This paper examines some of the objections of the public and college administrators toward faculty unions. Public criticism usually centers on the possible increased costs of education generated by union demands, while the college management complains that union grievance and other procedures are time consuming; union demands ignore financial budgets; and union insistence on seniority over merit in hiring and promotion discourages managerial decisions by the administration. Nonunion members argue that unions are unprofessional organizations and could ruin the quality of education. Union members criticize the slowness of change within the union structure and the need for uniformity at the expense of the individual. The nature of the union leadership and the political structure of the union are controversial subjects causing intensive debate over the question of whether the faculty union is democratic or oligarchical in nature. Finally, the varying influence of union goals and faculty norms on the unions is discussed. (JMF)

### ED 131 761

HE 008 376

#### The Value of a College Education.

American Association of State Colleges and Universities, Washington, D.C.

Pub Date Oct 76

Note—10p.

Available from—American Association of State Colleges and Universities, AASCU Publications, One Dupont Circle, Suite 700, Washington, D.C. 20036 (\$0.50; bulk orders of 100 or more, \$0.25 per copy)

### EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*College Graduates, \*Economic Factors, \*Educational Benefits, \*Educational Demand, Educational Economics, Employment Patterns, Graduate Surveys, \*Higher Education, Social Values, \*Socioeconomic Influences, Socioeconomic Status, \*Values The American Association of State Colleges and Universities (AASCU) cites both economic and noneconomic benefits of a college education in its criticism of current arguments that the value of a college education is declining. Richard Freeman and J. Herbert Holloman have asserted that the value of a college degree is decreasing because its "rate of return" has fallen. Among the arguments against the "rate of return" approach is the fact that high school graduates today make somewhat more money proportionately, than in the past, though still not nearly as much as college graduates. College graduates have a more continuous, less erratic job history, continue to earn higher salaries through most of their working years; are less likely to have to start over or get into deadend jobs; and are more satisfied with their work and their lives than non-college graduates. The range of noneconomic benefits are cited for the individual graduates and for society. College graduates are better informed on political issues, more likely to register and vote, and to take a more active role in government; they are less likely to be influenced by prejudices and stereotypes; they are more likely to attempt rational and nonviolent solutions to problems. (JMF)

### ED 131 762

HE 008 377

#### Back to College. Transcript of Program Scheduled for Broadcast for the Week of September 27, 1976. Program No. 46. Options in Education.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—22p.

Available from—Options in Education, 2025 M Street, N.W., Washington, D.C. 20036

### EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Freedom, \*Collective Bargaining, College Administration, College Role, College Students, \*Educational Radio, Food Service, \*Higher Education, \*Programming (Broadcast), Student Alienation, \*Student Attitudes, Student Financial Aid, Student Opinion, Tenure, \*Values

Identifiers—Institute for Educational Leadership, \*National Public Radio, Options in Education

"Options in Education" is a weekly radio magazine covering news, features, policy, and people in the field of education produced by National Public Radio and the Institute for Educational Leadership. This broadcast presents Geoffrey Blodgett discussing students' heroes, villains, and ideals; Rose Tobin on student mood at Berkeley; and Phil Berger on ROTC at Wichita State University. Dr. Ralph Huitt attempts to provide some answers to the question: Is college worth it? Ralph Richardson discusses tenure and academic freedom. Albert Shanker and Terry Herndon deal with the need for collective bargaining. Dr. Erle Peacock outlines why he believes that the problem with colleges is administrators. Elizabeth Suchard and John Disney each discuss student loans; and Doug Richie provides information about the college food industry. (JMF)

### ED 131 763

HE 008 378

Vaccaro, Louis C., Ed.

#### Reshaping American Higher Education.

Dallas Univ., Irving, Tex.

Pub Date 75

Note—152p.

Available from—Applied Management Institute, University of Dallas, University of Dallas Station, Irving, Texas 75061 (\$4.95)

### EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Change Strategies, \*Changing Attitudes, \*Collective Bargaining, College Administration, \*College Curriculum, College Faculty, Consortia, Court Litigation, \*Educational Administration, Educational Alternatives, \*Higher Education, Private Financial Support, School Calendars, Trustees, Unions

A selection of essays deals with current issues in American higher education, offering a variety of views. Essays include an overview of contem-

porary higher education, and discussions of: changes in typical college curricula; changes in the college calendar and their effects on curriculum; the present status of nontraditional studies; the growth and impact of consortia; the state of college admissions; the impact of faculty unions and collective bargaining; recent court decisions affecting faculty hiring and termination; the state of the art of trusteeship; patterns of private financial support; and comprehensive (as contrasted with piecemeal) change as part of the future of American higher education. The work is addressed to educators, laymen, and students. (MSE)

### ED 131 764

HE 008 379

#### Resources for Change. A Guide to Projects 1976-77.

Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.

Pub Date 76

Note—187p.

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.50)

### EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.

Descriptors—Directories, \*Educational Improvement, \*Educational Innovation, \*Federal Aid, \*Federal Programs, Higher Education, Instructional Improvement, Instructional Innovation, \*Post Secondary Education, \*Projects

Identifiers—\*Fund for Improvement of Postsecondary Education

This document is a compilation of descriptions of projects (161) receiving support from the Fund for the Improvement of Postsecondary Education during 1976-77. The Fund, an organizational unit of HEW, seeks to encourage reform, improvement, and innovation in postsecondary education. It provides assistance to colleges and universities; private trade, technical, and business schools; counseling, referral, and testing agencies; professional associations; state educational agencies; new and established educational institutions; student organizations; and other educational agencies. Each description includes project background, goals, and achievements, and the name and address of the project director. The projects are indexed by problem addressed, improvement approach, curricular content, and institution type. (Author/MSE)

### ED 131 765

HE 008 380

Harclewood, Fred F.

#### Educational Auditing and Accountability.

Council on Postsecondary Accreditation, Washington, D.C.

Pub Date Jul 76

Note—34p.

Available from—The Council on Postsecondary Accreditation, One Dupont Circle, Suite 760, Washington, D.C. 20036 (\$2.00)

### EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Academic Standards, \*Accreditation (Institutions), \*Educational Accountability, \*Educational Assessment, Educational Quality, \*Evaluation Criteria, \*Evaluation Methods, \*Higher Education, Organizations (Groups), Private Agencies, Recordkeeping, State Standards, Voluntary Agencies

The federal government is prohibited by the constitution from intruding into educational matters; state governments also have been reluctant to do so. The government has had to depend on voluntary accrediting organizations as evaluators of educational quality. These organizations assess educational quality and encourage its improvement. Educational auditing and accountability is one approach toward improving accrediting organizations' criteria and procedures and their responsiveness to the needs of users of accreditation. The concept is modeled on the auditing system developed by the Securities and Exchange Commission for "accrediting" business. The auditing plan follows the same basic steps as current accrediting procedures with limited expansion of the research staffs of the regional accrediting commissions and the Council on Postsecondary Accreditation. The basic steps in the accrediting process would include (1) the institution carrying on a self-study and preparing two formal reports, including the educational statements of the institution and a report for publication; (2) the regional commission appointing a visiting committee whose members each have specific responsibilities; (3) the team of educational auditors, specialized committee members, and the chairperson

conducting an on-site investigation to verify the assertions in the educational and financial statements; (4) a report and evaluation submitted by the committee to the regional commission; (5) recommendations to the institution; and (6) regular annual self-study analysis reported back to the commission. (JMF)

**ED 131 766**

HE 008 381

*Selden, William K.***Accreditation and the Public Interest.****Council on Postsecondary Accreditation,**  
Washington, D.C.

Pub Date Jun 76

Note—30p.

Available from—The Council on Postsecondary Accreditation, One Dupont Circle, Suite 760, Washington, D.C. 20036 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.****Descriptors—**\*Academic Standards, \*Accreditation (Institutions), Agency Role, \*Citizen Participation, Educational Accountability, Educational Assessment, Educational Quality, \*Higher Education, Organizations (Groups), Participant Characteristics, Political Influences, Political Issues, Political Power, \*Private Agencies, Social Problems, \*Social Responsibility, Standards, Voluntary Agencies

Accountability has become an integral part of the accreditation process in higher education. The function has traditionally been performed by private agencies with the purpose of establishing common standards among colleges and universities. The function has recently expanded to include a concern for the welfare of society, and this has increased the necessity that the agencies that do the accreditation maintain their autonomy from the government and private interests. The justification and historical background for non-governmental accrediting agencies is presented. Recent events have encouraged outside participation in accreditation, including unionization of professionals; the recognition of postsecondary education as a central issue in the political arena; the phenomena of "groupthink," in which members are much less sensitive to the public interest; and the realization of the inevitable conflicts of goals among educational institutions of different types and among various professions. Some alternatives confronting accreditation are presented, including increased governmental involvement and restructuring of accrediting agencies. The latter alternative is favored generally and the advantages and disadvantages of outside participation on accrediting committees is outlined as are some of the problems to be resolved in appointments of public members: resistance, definition, source, and quality. (JMF)

**ED 131 767**

HE 008 382

**McMaster University Expenditure Analysis 1972-73 and an Afterward (November 1975). OIR-29.**

McMaster Univ., Hamilton (Ontario).

Pub Date 20 Feb 74

Note—40p.; For related document see HE 008 383

Available from—Office of the Assistant to the President-Special Projects, McMaster University, Gilmour Hall 110B, Hamilton, Ontario, Canada

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.****Descriptors—**\*Budgeting, \*Educational Finance, Financial Policy, Foreign Countries, \*Higher Education, Instructional Programs, Methods, \*Operating Expenses, \*Program Costs, Research, \*Resource Allocations, School Accounting, Tables (Data)**Identifiers—**Canada, \*McMaster University

Results are presented that were obtained from application of the defined methodology to the 1972-73 operating budget of McMaster University. Programs were defined as instructional (degree) programs, research programs, and professional activities/public service programs. The calculation of program costs requires that crossovers be made from the university's accounting system to the individual programs. Tabular results of the expenditure analysis are provided for (1) comparison of the relative costs of academic degree programs as reflected in the Ontario Ministry of Colleges and Universities operating-formula weights, with the weights applicable at McMaster, and (2) a summary of the costs that were allocated to research activities not directly related to instructional activities and that are not financed by sponsored research funds. (LBH)

**ED 131 768**

HE 008 383

**Methodology for Expenditure Analysis. OIR-21-1.**  
McMaster Univ., Hamilton (Ontario).

Pub Date 19 Mar 73

Note—34p.; For related document see HE 008 382

Available from—Office of the Assistant to the President - Special Projects, McMaster University, Gilmour Hall 110B, Hamilton, Ontario, Canada

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.****Descriptors—**\*Budgeting, Departments, \*Educational Finance, Expenditure Per Student, Financial Policy, Foreign Countries, \*Higher Education, Instructional Programs, Methods, \*Operating Expenses, \*Program Costs, Research, \*Resource Allocations, School Accounting, Tables (Data)**Identifiers—**Canada, \*McMaster University

The methodology employed in an analysis of expenditures on academic programs at McMaster University is presented. The general procedure was to provide expenditure data for instruction programs, research programs, and professional activities/public service programs. The results are aggregated to give expenditures per student by program and year (stage) for instructional programs, and expenditures by department for research and professional activities/public service. One of the main considerations of this analysis is the measurement of the distribution of faculty activity. Two aspects of program expenditure analysis are included: a focus on outputs, and allocation of full expenditures. Program expenditures are calculated by allocating all university operating expenditures (excluding those applicable to health sciences, divinity, and nondegree extension) to output in instructional programs on a per student basis and to research and professional activities/public service on a departmental basis. Implicit in this approach is the assumption that a logical crossover can be made for all expenditures from the university's accounting system to the program categories presented. (LBH)

**ED 131 769**

HE 008 385

**Student Participation in the Food Stamp Program at Six Selected Universities. Report to the House Committee on Agriculture by the Comptroller General of the United States.**

Comptroller General of the U.S., Washington, D.C.

Report No—RED-76-105

Pub Date 29 Apr 76

Note—33p.

Available from—United States General Accounting Office, Washington, D.C. 20548

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.****Descriptors—**\*College Students, \*Emancipated Students, \*Family Status, Federal Aid, Financial Support, \*Food, \*Higher Education, National Surveys, Student Needs, \*Student Welfare, Universities, Welfare Services**Identifiers—**\*Food Stamp Program

Data were gathered on the number of college students receiving food stamps as heads of households at six selected universities: Tampa, Wisconsin, North Texas State, Pennsylvania, San Francisco State, and Portland. The percent of full-time students from the selected schools receiving food stamps as heads of households in the project areas reviewed ranged from less than one-half of one percent for North Texas State to over 13 percent for San Francisco State. Of the 224 student food stamp recipients in the sample, 147 (66 percent) were single-member households—the food stamp household consisted of only the student. In each of 63 cases, the student and other family members formed the household. In each of the remaining 14 cases, the food stamp household comprised the student and either one or two other students or friends. (Author/LBH)

**ED 131 770**

HE 008 386

**Federal Agencies and Black Colleges, FY 1974. FICE Report..**

Federal Interagency Committee on Education, Washington, D.C.

Pub Date Jul 76

Note—42p.; Best available copy

Journal Cit—FICE Report; v3 n2 Jul 1976

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.****Descriptors—**Agencies, Black Community, \*Educational Finance, \*Federal Aid, Federal Government, \*Federal Programs, Government

(Administrative Body), \*Higher Education, \*Negro Colleges, \*Surveys, Universities  
**Identifiers—**\*Federal Interagency Committee on Education, FICE

Federal funds to black colleges reached a new high of \$275 million in FY 1974 according to the 1974 survey by the Federal Interagency Committee on Education (FICE). The report's tables summarize: the number of black colleges, their enrollment, and federal funds received for FY 1969 through 1974; the total federal obligations to colleges and universities by agency; the distribution of federal funds among black colleges; the top ten black college recipients of federal funds; federal support to predominantly black colleges by control and level; federal obligations to all universities and colleges, by agency and type of activity, FY 1974; federal obligations to black universities and colleges, by agency and activity, FY 1974; and federal funds obligated to black universities and colleges, by state, institution, agency, and type of activity, FY 1974. (JMF)

**ED 131 771**

HE 008 387

**Hamilton College Faculty Handbook.**

Hamilton Coll., Clinton, N.Y.

Pub Date 76

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.****Descriptors—**\*Administrative Organization, \*Administrative Policy, \*College Faculty, Committees, Departments, Fringe Benefits, Grievance Procedures, \*Higher Education, Liberal Arts, \*Personnel Policy, Private Colleges, Salaries, Trustees**Identifiers—**\*Faculty Handbooks, \*Hamilton College

This 1976 faculty handbook for Hamilton College offers policies and procedures of the institution. Separate sections deal with the following: history of the college; organization of the trustees and administration; organization of the faculty; standing committees of the faculty; departments of the faculty; policies related to faculty activity; faculty salary procedures and benefits; and review and appeals procedures. An index is included. (LBH)

**ED 131 772**

HE 008 388

*Williamson, William John***The Mature Student Housing Study 1973/1974.**

Alberta Univ., Edmonton. Office of Institutional Research and Planning.

Pub Date Feb 74

Note—87p.

Available from—Office of Institutional Research and Planning, The University of Alberta, Edmonton, Alberta T6G 2J9

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.****Descriptors—**\*Adult Students, \*College Housing, \*Higher Education, \*Housing Needs, \*Housing Patterns, Questionnaires, Tables (Data)

Studied are the urgent housing needs of the University of Alberta mature student body with particular reference to three old residence halls. A comprehensive questionnaire was developed and administered to University of Alberta mature students and reported here on their housing preferences, needs, and experiences. The report consists of four sections. First, questionnaire administration indicates the manner in which the study was conducted. Next housing type results show overall housing choice by students indicating the direction of the study. The study next develops mature-student walk-up apartment use and demand factors. And lastly, the study develops mature-student room-and-board use and demand factors. The report ends with the conclusions and implications that can be drawn from the study. (Author)

**ED 131 773**

HE 008 389

*Montgomery, Barbara And Others***Federal Agencies and Black Colleges, Fiscal Years 1972 and 1973.**

Federal Interagency Committee on Education, Washington, D.C.

Pub Date [76]

Note—170p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.****Descriptors—**Educational Finance, Equalization Aid, Facility Planning, \*Federal Aid, \*Federal Programs, Financial Support, \*Higher Education, \*Negro Colleges, Operating Expenses, Research, Research and Development Centers, \*Student Financial Aid, Training Allowances

For this report, which is a combination of the fourth and fifth annual reports on the subject, the FICE gathered data from 23 federal departments and agencies on program funds awarded to each of 114 predominantly black colleges. This data is compared with similar data collected for all higher education institutions in the country. Data include five categories of support: student assistance, training grants, plant expenses, operating expenses, and research and development. A brief analysis of the information and extensive tables are included, the latter organized both by agency and by college. (MSE)

**ED 131 774 HE 008 390**

*Malkiel, Burton G. Firstenberg, Paul B.*  
**Managing Risk in an Uncertain Era. An Analysis for Endowed Institutions.**

Princeton Univ., N.J.

Pub Date 76

Note—89p.

Available from—The Trustees of Princeton University, 318 Nassau Hall, Princeton, N.J.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Educational Administration, Educational Economics, Financial Support, Foundation Programs, Governance, \*Higher Education, \*Income, \*Investment, \*Management, Risk, \*Trustees, \*Trusts (Financial)

Identifiers—\*Endowments

This book offers three things to university trustees: (1) a review of scholarly work in capital market theory, (2) a manual for those who must manage managers, and (3) a clear statement of broad injunctions of prudence that scholars and practitioners have long put into jargon. The first section covers policy and strategic issues, including: the trustee role, the importance of setting the risk level for the portfolio, determining portfolio composition, method of selecting securities for the portfolio, and controlling turnover. An investment policy questionnaire is described, and day-to-day portfolio management is discussed. It is shown that investment philosophy is the decisive factor for endowed institutions. Appended are a statement on the risk-return tradeoff and its applicability to endowment management, and a consideration of investment options, including U.S. equities, non-U.S. equity investments, fixed-income investments, nonmarketable investments, and special situations. (LBH)

**ED 131 775 HE 008 391**

*Anello, Michael And Others*  
**Goals for a Changing University.**

Boston Coll., Chestnut Hill, Mass.

Pub Date Jun 75

Note—132p.; Papers presented at the Conference in Higher Education, The Colonnade (June 1975, Boston, Massachusetts)

Available from—Michael Anello, Director, Division of Higher Education, Boston College, Chestnut Hill, Mass. 02167

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Changing Attitudes, College Deans, College Faculty, College Students, Department Directors (School), \*Educational Change, Educational Economics, Educational Finance, \*Educational Objectives, \*Evaluation Criteria, \*Governance, \*Higher Education, Liberal Arts, Presidents

Identifiers—Department Chairpersons

Today's college executive is forced to deal with conflict that is built into the system because of the different goals, values, and priorities expressed by the constituent bodies both on and off the campus. How does a president, dean, or department head under pressure to change focus on new targets decide what targets to focus on? What kind of information should be gathered to make policy? What specific steps should be taken to make needed changes in admission, curriculum, community relations, faculty-student participation in governance? What programs should be cut back? What do we teach our students? How do you change behavior, values, attitudes of board members, faculty, and staff? How can we make necessary evaluations and changes? This conference attempted to answer these and other questions. Reports presented are: (1) "The Pauper Who Lives in the Palace"; (2) "Liberal Education and Educated Liberty"; (3) "Changing Youth Values and Their Implication for Education" (4) "For the Governing Board - What's Left"; (5) "The Economics Facts of Life: Living on Less"; (6) "Elitism, Culture and the University". (Author/KE)

**ED 131 776 HE 008 393**

*Turner, Samuel E. And Others*  
**Student Characteristics 1971-72 through 1975-76.**  
Western Illinois Univ., Macomb.  
Report No.—IRP-22-75  
Pub Date Dec 75

Note—59p.; Prepared by the Office of Institutional Research and Planning

Available from—Western Illinois University, Institutional Research and Planning, Room 312, Sherman Hall, Macomb, Illinois 61455

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Academic Ability, Bachelors Degrees, College Majors, Doctoral Degrees, \*Enrollment Influences, \*Enrollment Trends, Geographic Distribution, Grade Point Average, \*Higher Education, Masters Degrees, \*Student Characteristics, \*Student Enrollment, Tables (Data)

Identifiers—\*Illinois

A comprehensive listing of student enrollment characteristics is presented in a tabular form and uses a five-year time span to demonstrate trends and provide comparisons in regard to student enrollment, origins, majors, degrees conferred, etc. Percentage increases or decreases from year-to-year or over five-year periods are provided in most tables to illustrate the degree of change in the characteristics. (Author)

**ED 131 777 HE 008 394**

*Lunnenburg, C. E. And Others*  
**Why Do UW [University of Washington] Students Withdraw from Classes?**

Washington Univ., Seattle. Educational Assessment Center.

Pub Date Feb 74

Note—26p.

Available from—Educational Assessment Center, University of Washington, Seattle, Wash. 98195

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*College Students, \*Courses, Credits, \*Enrollment Influences, Enrollment Trends, Failure Factors, \*Higher Education, \*Student Motivation, \*Student Problems, Universities

Identifiers—\*University of Washington

Undergraduate course withdrawal at the University of Washington has risen from 3.5 percent in fall 1964 to 7 percent in spring 1973. In an attempt to understand the dynamics of withdrawal, the Faculty Council on Academic Standards arranged a survey of students dropping classes in the spring quarter of 1973. It was found that, typically, students were motivated to withdraw by too heavy a course load, which, however, was not acted on until the last two weeks of the quarter. Juniors withdrew more often than other groups. Although, in general, students remained in class long after they were aware of a problem, less than half took any steps to solve it before dropping a course. Numerous graphs illustrate withdrawal trends according to week of withdrawal, class standing, reason for course selection, reason given for withdrawal, and lag between problem onset and withdrawal time. (Author/MSE)

**ED 131 778 HE 008 395**

*Schultz, Raymond E.*  
**Lifelong Learning: Higher Education's Response.**  
Topical Paper No. 3.

Arizona Univ., Tucson. Coll. of Education.

Pub Date Jul 76

Note—21p.

Available from—Committee on Higher Education, University of Arizona, 1415 North Fremont Street, Tucson, Arizona 85719 (\$2.00)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adult Learning, \*Adult Programs, College Credits, Continuing Education Units, \*Continuous Learning, Degree Requirements, Degrees (Titles), Equivalency Tests, Experience, Extension Education, \*External Degree Programs, \*Higher Education, Part Time Students, \*Performance Based Education, \*Special Degree Programs, Standards, University Extension

Identifiers—CAEL, CASE, Commission on Accreditation of Service Experience, Cooperative Assessment of Experiential Learning

The increased interest in lifelong learning has presented a challenge that higher education institutions are meeting with three interrelated developments: New degrees, academic credit for experience, and programs for older people. A

variety of new degrees are described, including the extension degree offered to part-time students taking off-campus courses; the adult degree, which may depart from traditional degrees in admission, instruction, and evaluation, and is based on the idea that adult students are different from college youth; and the assessment degree, which emphasizes demonstration of competency. Examples of new degree programs are given. The increasing trend toward granting credit for experience is documented. Assessment and creditation has been done by the Cooperative Assessment of Experiential Learning (CAEL) and the Commission on Accreditation of Service Experience (CASE). Programs for older people are designed to assist this part of the population to adjust to changing life patterns, to find outlets for skills and interests, and to make use of their desire to serve. Several issues that are unresolved are raised, including Who pays? Should the fee structure differ from the traditional? How should the unit of credit be defined? Can quality control be maintained in these programs? (JMF)

**ED 131 779 HE 008 396**

*Semeniuk, S. F.*

**Collective Bargaining for Academic Staff: An Overview.** Paper No. OIR-32.

McMaster Univ., Hamilton (Ontario).

Pub Date Jun 74

Note—18p.

Available from—Special Projects, McMaster University, Hamilton, Ontario

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Collective Bargaining, \*College Faculty, \*Contracts, Faculty, Faculty Organizations, Faculty Workload, Governance, \*Grievance Procedures, \*Higher Education, Negotiation Agreements, Personnel Policy, Unions

Identifiers—\*Canada, \*United States

The nature and status of collective bargaining by faculty in colleges and universities in both the United States and Canada are reviewed. The growth patterns for collective negotiation in both countries and the causal factors for faculty unions are contrasted. The use of collective bargaining in higher education raises issues, including the determination of bargaining principles; determination of who should be included in the bargaining unit definition; the effect of the principle of exclusivity of bargaining rights on the agreement; and the resolution of bargaining impasses, grievance procedures and arbitration. Contents of contracts that are specifically related to higher education are discussed including governance, personnel policies, and academic provisions for faculty responsibilities and functions. (JMF)

**ED 131 780 HE 008 397**

*Booth, Sheelagh C. Higbee, Eliot C.*

**A Comparative Study of Sabbatical Leave Practices in Selected Commonwealth and U.S. Universities.** Paper No. OIR-30.

McMaster Univ., Hamilton (Ontario).

Pub Date Feb 74

Note—20p.

Available from—Special Projects, McMaster University, Hamilton, Ontario

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Faculty, Faculty Workload, \*Fringe Benefits, \*Higher Education, \*Sabbatical Leaves, \*Salaries, Teacher Improvement, Teaching Benefits

Identifiers—Australia, \*Canada, New Zealand, United Kingdom, \*United States

Sabbatical leaves are viewed as being essential to the ongoing nature of a self-renewing community of scholars. This study was undertaken to provide data on current use of sabbatical leave plans in universities in several countries—Canada, the United States, England, Northern Ireland, Scotland, Wales, Australia, and New Zealand—to provide useful information for possible revision of leave plans. Sixty-six universities were surveyed by means of a questionnaire and the results revealed similarities among the four groups of countries regarding the length of service prior to leave (generally 6 years); differences among the four groups, including the use of retraining leaves as a form of sabbatical; salary paid during regular sabbatical leave; and travel expenses. The conclusions drawn from the data are that Canadian leave plans are not nearly as uniform as those in United States universities; Canadian plans have become more formalized and better documented since 1969; salary paid for full-year leaves in

Canadian universities has improved since 1969 and is now substantially better than in the United States, but not as good as in Australia and New Zealand; and participation rates in all countries appear to be higher than those reported prior to 1965 by Ingraham. (JMF)

**ED 131 781** HE 008 400

*Hooper, Charles*

**The Savings Clause: A Threatening Cloud.**

West Virginia Univ., Morgantown. Dept. of Educational Administration.

Pub Date 76

Note—7p.

Available from—Dept. of Education Administration, West Virginia Univ., Morgantown, West Virginia.

Journal Cit—Collective Bargaining Perspectives; v1 n8 Entire Issue 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Collective Bargaining, College Faculty, Contracts, Faculty, Faculty Organizations, \*Higher Education, \*Legislators, \*Negotiation Agreements, \*Political Power, \*State Colleges, State Legislation, \*State Universities, Unions

Collective bargaining at public institutions of higher education has the potential for creating an atmosphere allowing political interference with academic freedom. Most contracts signed at public institutions contain a section that states that certain economic issues are subject to the approval or funding of the state legislature before they become effective - the "saving clause." The legislature is given the ability to thwart the provisions or intent of the collective bargaining agreement and exert political pressure on the institutions. (JMF)

**ED 131 782** HE 008 401

**Public Law 94-482. Education Amendments of 1976. Ninety-Fourth Congress, Second Session.**

Congress of the U.S., Washington, D.C.

Report No.—PL-94-482

Pub Date Oct 76

Note—162p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Admission (School), Adult Education, American Indians, Bilingual Education, Career Education, College Libraries, Community Colleges, Community Service Programs, Continuous Learning, Counseling Programs, \*Educational Legislation, Facility Expansion, \*Federal Aid, \*Federal Legislation, \*Federal Programs, Graduate Study, Instructional Improvement, Laws, \*Post Secondary Education, Research, Statewide Planning, Student Financial Aid, Teacher Education, Vocational Counseling, Vocational Education

Identifiers—\*Educational Amendments 1976, Higher Education Act, Vocational Education Act

The Education Amendments of 1976 extend the Higher Education Act of 1965, extend and revise the Vocational Education Act of 1963, and make new provisions. Title I, which relates to higher education, includes amendments for community services and continuing education, college library assistance and library training and research, strengthening developing institutions, student assistance, education professions development, improvement of undergraduate education, construction of academic facilities, graduate programs, community colleges and state postsecondary planning, bilingual education, and funding requirements. Title II relates to vocational education. Title III contains extensions and revisions of other education programs, including career education and counseling. Title IV makes general education provisions, including those for federal research offices, admissions practices, Indian postsecondary schools, and sex discrimination. Title V makes technical and miscellaneous provisions. (LBH)

**ED 131 783** HE 008 402

*Robison, Kathleen*

**Final Report on the Survey of Public Demand/Need for Postsecondary Continuing Education for Adults (Lifelong Learning Programs) in Western New York.**

Pub Date Aug 76

Note—164p. Not available in hard copy due to marginal legibility of original document

Available from—Program Impact, 301 Foster Hall, 3435 Main Street, Buffalo, New York 14214

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Adult Education Programs, \*Adult Learning, Adult Students, \*Continuous Learning, Directories, Educational Demand, Educational Finance, Educational Supply, \*Higher Education, Post Secondary Education, Professional Continuing Education, Program Descriptions, \*State Programs, Surveys, Vocational Development

Identifiers—Higher Education Act 1965 Title I, \*New York, \*Program Impact

Program Impact, the Western New York Postsecondary Continuing Education Study, was funded in June 1975 to determine the needs of adults for learning activities and to inventory the educational opportunities available for adults in Western New York for publication in a directory. The directory, "Lifelong Learning Is for Everybody," was published separately in July 1976. This final report offers an introduction to the project, regional characteristics, research methods, and results of the survey. The results deal with who is interested in participating in education; barriers to educational participation; reasons for participating in adult learning activities; topic preferences of adults; preferred learning conditions; financing adult learning programs; career retraining; and adult advisement. Specific recommendations pertaining to each of these areas are made. (LBH)

**ED 131 784** HE 008 403

*Costello, F. J.*

**Evaluation of the Societal Policy and Objectives of an Urban University. Societal Factors.**

Pub Date Dec 74

Note—49p.; Practicum presented to Nova University in partial fulfillment of the requirements for the degree of Doctor of Education. Not available in hard copy due to marginal legibility of original document.

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Community Relations, Community Study, \*Comparative Analysis, \*Educational Sociology, \*Higher Education, \*School Community Relationship, Social Stratification, \*Social Structure, \*Student Distribution, Student Enrollment, Universities

Identifiers—\*University of New Haven

The University of New Haven, a private urban institution, has consistently published a strong commitment to service to the "community" and the "New Haven student." This paper tests the degree to which the university complies with its commitment. A social structure of the surrounding communities was extracted from the U.S. Census Reports. The community social structure was statistically compared to a social structure analysis of the university's student body. Results show a reasonable relationship between the community social structure and the student body social structure. Conclusions support the proposition that the university is community oriented. (Author)

**ED 131 785** HE 008 404

**Enrollments in Oklahoma Higher Education, Fall Semester 1976.**

Oklahoma State Regents for Higher Education, Oklahoma City.

Pub Date 76

Note—41p.; Not available in hard copy due to marginal legibility of original document

Available from—Oklahoma State Regents for Higher Education, 500 Education Building, State Capitol Complex, Oklahoma City, Oklahoma 73105

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Freshmen, College Students, Correspondence Courses, \*Enrollment Trends, Geographic Distribution, \*Higher Education, Private Colleges, School Demography, State Colleges, \*State Surveys, State Universities, Statistical Data, \*Statistical Surveys, \*Student Enrollment

Identifiers—\*Oklahoma

Enrollments in Oklahoma higher education, fall semester 1976, are compared with the previous fall semester enrollments. A 1.3 percent increase in main and branch campus enrollments was found. Statistics are provided for various categories, including: geographic origin of students, distribution of enrollments in public and private institutions, student-credit-hours enrolled in, enrollment

ment by class and sex, new correspondence and short-course enrollments in the state system, and enrollment of first-time-entering freshmen. (LBH)

**ED 131 786** HE 008 405

*Dickson, Stanley And Others*

**Review of a College President.**  
State Univ. of New York, Buffalo. Coll. at Buffalo.

Pub Date 76

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Administrative Personnel, Administrator Attitudes, Administrator Characteristics, \*Administrator Evaluation, Administrator Responsibility, Administrator Role, College Administration, College Deans, \*Colleges, \*Evaluation Criteria, \*Evaluation Methods, Faculty, \*Higher Education, \*Presidents, Questionnaires, Student Evaluation, Students

The chairman of the College Senate along with representatives from the administrative staff, the local council, and the student body developed this evaluation instrument to sample the attitudes, opinions and beliefs of the faculty, staff, and student body regarding the performance of the college's president. The evaluation criteria included: (1) academic and administrative leadership and management; (2) internal and external relationships; (3) the institutional tone set by the president; and (4) sensitivity to the needs of the campus and to the concerns of the faculty, staff, and students, and the college's image in the community. From these criteria, a 90-item questionnaire was developed. The questionnaire is divided into four sections: (1) items pertaining to the president's "Statement of Stewardship"; (2) items referring to a variety of characteristics identified as variables related to successful college presidents; (3) items attempting to assess the performance of Office for Academic Affairs, Student Affairs, and Finance and Management and their deans; and (4) items pertaining to general factors of importance to the college. (JMF)

**ED 131 787** HE 008 406

**Master Plan for Higher Education in Connecticut 1974-1979. Biennial Supplement, 1976. Document No. 76-F-55(e)-001.**

Connecticut Commission for Higher Education, Hartford.

Pub Date 76

Note—175p.

Available from—Connecticut State Dept. of Education, Commission for Higher Education, P.O. Box 1320, Hartford, Conn. 06101

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—\*Adult Education, Blind, College Faculty, \*Community Services, Continuing Education Centers, Deaf, \*Handicapped Students, \*Higher Education, \*Master Plans, Part Time Students, \*Proprietary Schools, State Action, Statewide Planning, Status

Identifiers—\*Connecticut

In this Supplement to Connecticut's Master Plan for Higher Education, emphasis is on 30 new recommendations proposed by three resource groups to extend educational opportunities in areas not covered in depth in the Master Plan. The three areas of concern and highlights of the recommendations relating to them are: (1) Proprietary schools should be represented on the Commission for Higher Education and included in postsecondary planning, should become eligible to contract with the commission to provide programs and services, and their students should receive transfer credit for accredited programs. (2) Services for the physically disabled (i.e., blind, deaf, and mobility disabled) should be expanded, physical barriers should be removed, safety measures should be implemented, and a clearinghouse of information on accessible programs established. (3) For continuing education and community services, inequities in charges to part-time students should be removed, qualified faculty should be given equal status with regular faculty, and supporting services comparable to those available to full-time students should be provided. (LBH)

**ED 131 788** HE 008 407

**The State Scholarship Commission. Academic Year 1974-1975. Annual Report.**

Connecticut State Scholarship Commission, Hartford.

Pub Date Sep 75

Note—37p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Graduate Students, \*Grants, \*Higher Education, \*Scholarships, \*State Aid, State Programs, Statistical Data, \*Student Financial Aid, Student Loan Programs, Undergraduate Students, \*Work Study Programs  
**Identifiers—**\*Connecticut

The tenth annual report of the student financial assistance programs administered in Connecticut offers statistical data on the following programs: state scholarship programs for undergraduate and graduate awards, Restricted Educational Achievement Grant Program, College Continuation Grant Program, Higher Education Grant Program, and Connecticut State Work-Study Program. It is concluded that the State Scholarship Commission continues to be responsive to rapidly changing conditions and trends affecting Connecticut students who wish to continue their education beyond the postsecondary years. (LBH)

**ED 131 789** HE 008 408

*Freeman, R. B.*

**The Decline in the Economic Rewards to College Education.**

Pub Date Feb 76

Note—42p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**College Graduates, \*Economic Factors, \*Educational Benefits, \*Higher Education, Income, \*Job Market, Professional Occupations

Documented is the deterioration in the job market for college graduates in the early 1970's. It is shown that young male graduates were the group most sharply affected by the changing market and that, under reasonably plausible postulates about future income streams, the rate of return to college has dropped by 2 to 4 percentage points. Evidence shows that the decline in the market for graduates in the 1970's represents a relatively new development that cannot be readily attributed to cyclic changes. The concentration of change among young workers suggests the value of further analysis of the "active market" hypothesis: that shifts in supply and demand have their primary effect on new entrants, who do not hold relatively permanent positions within enterprises. (Author)

**ED 131 790** HE 008 409

*Parrott, Harry*

**Statement to the Legislature on Faculty Citizenship.**

Pub Date 15 Nov 76

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Administrator Responsibility, \*Citizenship, \*College Faculty, \*Employment Practices, Equal Opportunities (Jobs), Foreign Countries, \*Foreign Nationals, \*Higher Education, Immigrants, Speeches, Statistical Surveys, Universities

**Identifiers—**\*Canadians, \*Ontario

The nature of citizenship of faculty members at Ontario Universities is considered in a speech to the legislature. The concern is that qualified Canadians and established landed immigrants are not being displaced by newly entering non-Canadians. The monitoring of faculty appointments suggests that most institutions are showing improvement in ensuring that Canadians and established landed immigrants are adequately considered. Statistical surveys of the 16 area universities are included to support that conclusion. (LBH)

**ED 131 791** HE 008 410

**Board of Regents State Appropriation Formula.**

**Revised: 1976.**

Louisiana State Board of Regents, Baton Rouge. Pub Date 76

Note—32p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Budgets, Costs, \*Financial Needs, \*Higher Education, Money Management, Operating Expenses, Salaries, \*State Aid, State Boards of Education, \*State Colleges, \*State Universities, Statewide Planning  
**Identifiers—**Louisiana, \*Louisiana State Appropriation Formula

The Board of Regents, at its September 4, 1975 meeting, approved the State Appropriation Formula (revised 1976). The public institutions of higher education in Louisiana are to use this document in preparing requests for operating funds for fiscal 1976-77. The 11 sections of the formula are presented, dealing with: authority, introduction, basic factor chart, salary base, state

appropriation, functional category distribution, funding requests, special requests, other means of financing, exclusions, and audit procedures. (LBH)

**ED 131 792**

HE 008 411

**Program Expenditure Models for Higher Education Budgeting 1975-1977.**

Ohio Board of Regents, Columbus.

Pub Date Feb 75

Note—36p.

Available from—Ohio Board of Regents, Columbus, Ohio

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Budgeting, Community Colleges, \*Financial Policy, Financial Support, Governing Boards, \*Higher Education, \*Models, Resource Allocations, \*State Aid, State Colleges, State Departments of Education, State Universities, Statewide Planning

**Identifiers—**\*Model Program Expenditure Budget, \*Ohio

By provision of law, the Ohio Board of Regents must review the appropriation requests of the public community colleges and the state colleges and universities and then submit recommendations regarding the biennial higher education appropriation for the state. To do this, the Board of Regents developed a Model Program Expenditure Budget. This procedure depends upon two fundamental processes: (1) a uniform program classification of instructional offerings by the public institutions of higher education, and (2) an ongoing resource analysis by which the actual expenditure experience of each public institution of higher education for instruction in these different programs can be determined and models for future expenditure requirements can be devised. The importance of these model budgets by program is threefold: (1) They provide a framework within which to establish state subsidy support and a corresponding level of needed student fees. (2) They make possible an equitable distribution of available state appropriation support among all public institutions of higher education. (3) They provide guidelines to public institutions of higher education in their utilization of available financial resources. (LBH)

**ED 131 793**

HE 008 412

**Operating Budget Summary and Highlights. Book A: 1976-77 Annual Budget Documentation.**

Wisconsin Univ. Center System, Madison.

Pub Date Jul 76

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Budgets, \*Educational Finance, Enrollment Projections, Faculty Workload, Financial Policy, Fiscal Capacity, \*Higher Education, \*Operating Expenses, Resource Allocations, State Aid, \*State Universities, \*Statewide Planning

**Identifiers—**\*University of Wisconsin System

The period of basic redefinition of institutional missions, goals, and priorities that began with the merger of the University of Wisconsin and the State Universities in 1971 is ending with the 1976-77 fiscal year. This budget is a product of more lengthy, systematic planning with more faculty involvement than any other in the immediate past. Due to the combined effects of inflation, unfunded enrollment increases, and the general decline in support for higher education, faculties were asked to determine the number and mix of students who could be taught reputably within the constraints of projected budget resources, taking into account opportunities to reallocate resources to departments facing workload increases. This report reviews the operating budget as developed, including sources of money and operating expenses by program, expenditure classification, and institution. Major budget and program changes are reported regarding cost to continue present programs, workload changes, new and changed services, and major budget changes by institutions and program category. The University of Wisconsin System budget summary is appended. (LBH)

**ED 131 794**

HE 008 413

*Lunneborg, Clifford E.*  
**Summarization of Empirical Findings on New Freshman Admissions Standards.**

Washington Univ., Seattle. Bureau of Testing.

Pub Date Jan 74

Note—23p.; Best available copy.

Available from—Educational Assessment Center, University of Washington-Seattle, Seattle, Washington

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Academic Aptitude, \*Admission Criteria, Aptitude Tests, \*College Admission, \*College Freshmen, Grade Point Average, \*Higher Education, \*Predictive Ability (Testing)

**Identifiers—**\*University of Washington

Available empirical data relating to the effects of changes in freshman admissions at the university are summarized. Included are the data concerning the construction of an admissions index based on core high school GPA and verbal and quantitative test scores. Findings are that the arbitrary weighting of one-third test scores to two-thirds HS grades was nearly optimal; that equal weight of verbal and quantitative components was optimal. The second set of studies reported here imposed the new standards on UW applicants for fall 1973. Nearly all applicants had completed distribution requirements before their senior year and their admissions index distribution was identical to that of the fall 1970 entrants. Finally, the contribution of elective high school course work (in particular art and music) was explored. Electives did not improve grade prediction, and among the elective areas only business and home economics appeared significantly correlated with university success. (Author)

**ED 131 795**

HE 008 414

**Origin of Kentucky College and University Enrollments, 1975.**

Kentucky Council on Public Higher Education, Frankfort.

Pub Date 75

Note—183p.; For related document see HE 008 421

Available from—Kentucky Council on Public Higher Education, Capital Plaza Office Tower, Frankfort, Kentucky 40601

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors—**College Freshmen, Colleges, College Students, \*Enrollment Rate, Foreign Students, \*Geographic Distribution, \*Higher Education, Residential Patterns, \*School Demography, \*State Surveys, Statistical Surveys, \*Student Enrollment, Tables (Data), Universities

**Identifiers—**\*Kentucky, Southern Association of Colleges and Schools

In this ninth Council on Public Higher Education report, the origin of the 120,359 students enrolled in 41 of the 42 Kentucky colleges and universities accredited by the Southern Association of Colleges and Schools is reported. The data presented for each institution includes the origin of students by state, foreign country, and Kentucky county. The tabular data indicate an overall enrollment increase of 7.9 percent from 1974 to 1975. Further data are given on in-state student enrollment, first-time freshmen, and out-of-state students. (LBH)

**ED 131 796**

HE 008 415

**Tuition Policy in Public Higher Education. Financing Higher Education, No. 27.**

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—9p.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Educational Finance, Educational Objectives, Equal Education, Financial Needs, \*Financial Policy, Financial Support, \*Higher Education, Income, Policy Formation, Public Education, \*Southern Schools, \*Southern States, State Colleges, State Universities, Statewide Planning, \*Tuition

The role of tuition in financing public higher education in several southern states is examined. Several problem areas are addressed: how tuition levels are established and what rationales exist for the various charges; the contribution made by tuition when compared to other sources of revenue; and the essential elements of a statewide study of tuition and tuition policy. It is shown that the historical pattern of tuition has resulted in inequities between types of institutions, between levels of instruction, between full- and part-time students, and between in-state and out-of-state tuition. Financial aid is also shown to affect the differential between public and private tuition. Tuition

tion policy should be a major factor in educational goal development. (LBH)

**ED 131 797 HE 008 416**  
**Program Information and Application Procedures, Fiscal Year 1977. The Comprehensive Program Fund for the Improvement of Postsecondary Education (DHEW), Washington, D.C.**  
 Pub Date 76  
 Note—43p.

Available from—Application Control Center, U.S. Office of Education, 400 Maryland Avenue, S.W., Washington, D.C. 20202 Attention: 13-925

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—College Faculty, Cost Effectiveness, Educational Administration, \*Educational Improvement, Educational Innovation, Faculty Recruitment, \*Feasibility Studies, Financial Support, Graduate Study, \*Grants, \*Higher Education, Instructional Staff, \*Post Secondary Education, Project Applications, \*Research Proposals

Identifiers—\*Fund for Improvement of Postsecondary Education

The Fund for the Improvement of Postsecondary Education, a separate organizational unit within HEW, is a grant-making organization that covers the entire range of postsecondary education and that funds policy-oriented and feasibility studies directly related to reform, innovation, and improvement. Directions for improvement are outlined in this report, and procedures for submitting proposals are given. The procedures must be cost-effective, have far-reaching impact, and have learner-centered change. The suggestions deal with: equal education opportunity and educational reform and innovation; career and professional training and new combinations of academic and experiential learning; institutions and programs based on the technology of communications; clarification of institutional priorities and purposes by changes in internal structure and operations; design of cost-effective methods of instruction and operation; institutional reform for individual needs; reforms in graduate education, structure of academic professions, and faculty recruitment and retention; and new institutions and programs for awarding credentials to individuals. (LBH)

**ED 131 798 HE 008 417**  
*Drewry, Galen N.*  
**Expansive and Restrictive Forces in Higher Education. IHE Newsletter.**  
 Georgia Univ., Athens. Inst. of Higher Education.  
 Pub Date Sep 76  
 Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Adult Students, \*College Role, College Students, \*Educational Demand, Educational Philosophy, \*Educational Planning, \*Educational Supply, \*Enrollment Projections, Federal Government, \*Higher Education, Institutional Research

Identifiers—\*Expansions

An understanding of the forces affecting higher education can contribute to a perspective on the problems and issues facing colleges and universities. The forces are of two kinds: expansive and restrictive. Their basic drives are toward either growth or constraint. One of the major forces has been a generalized desire for more education for everyone. Colleges and universities may be near the point of exhausting the potential enrollment of college-age youth. Growth through increasing enrollment of adults in continuing education provides, at least temporarily, a new outlet for growth. The two areas of research and service are almost limitless but bring new dimensions to the conflict between expansion and restriction. It is concluded that purely educational factors and considerations play a minor role in determining which force wins. (Author/LBH)

**ED 131 799 HE 008 418**  
*Marwell, Gerald And Others*

**Residence Location, Geographic Mobility, and the Attainments of Women in Academia. Institute for Research on Poverty Discussion Papers No. 359-76.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No.—IRP-DP-359-76

Pub Date Aug 76

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—\*Employment Patterns, \*Geographic Location, \*Higher Education, \*Occupational Mobility, \*Professional Personnel, \*Sex Differences, Social Factors

Male and female academics have very different residence patterns. Women are concentrated in our largest urban centers; also, wherever they reside, women are less likely than men to switch communities when changing institutions. We indicate that much of this sex difference in location preference and movement pattern is attributable to the constraints under which married academic women must manage their careers; in particular, within the requirements of a dual-career household. Finally, we provide tentative evidence in support of the contention that the status difference between men and women in academia is attributable, in part, to the geographic limitations on the locations of married women, as these prevent making strategic job changes to advance career prospects. (Author)

**ED 131 800 HE 008 419**  
**Arkansas College and University Plan for Compliance with Title VI of the Civil Rights Act of 1964. Statewide Plan Implementation Status Report IV. October 1976.**

Arkansas State Dept. of Higher Education, Little Rock.  
 Pub Date Oct 76  
 Note—135p.

Available from—State of Arkansas Department of Higher Education, Little Rock, Arkansas  
**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*College Integration, Colleges, Enrollment, Facility Utilization Research, Faculty Integration, Governing Boards, \*Higher Education, \*Integration Plans, Personnel Integration, \*Racial Integration, \*Statewide Planning, \*Statistical Data, Statistical Studies, Universities

Identifiers—\*Arkansas

This publication is the second statistical summary and the fourth semiannual report pertaining to desegregation of higher education in Arkansas. This summary is presented in four sections. Section One presents data relating to student enrollment patterns and student financial aid. Section Two presents data relating to academic and nonacademic employees, salary ranges, faculty ranks, and student/faculty ratio at Arkansas institutions of higher education. Section Three includes data describing facilities by designated utilization at Arkansas institutions. Section Four details the composition of governing boards for Arkansas colleges and universities. Appendix A is a report of the quarterly meeting of the Statewide Desegregation Advisory Committee and Appendix B includes sample forms used in data collection. (Author)

**ED 131 801 HE 008 421**  
**Origin of Kentucky College and University Enrollments, 1974.**

Kentucky Council on Public Higher Education, Frankfort.  
 Pub Date 74  
 Note—184p.; For related document see HE 008 414

Available from—Kentucky Council on Public Higher Education, Capital Plaza Office Tower, Frankfort, Kentucky 40601  
**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—College Freshmen, Colleges, College Students, \*Enrollment Rate, Foreign Students, \*Geographic Distribution, \*Higher Education, Residential Patterns, \*School Demography, \*State Surveys, \*Statistical Surveys, \*Student Enrollment, Tables (Data), Universities

Identifiers—\*Kentucky, Southern Association of Colleges and Schools

This is the eighth Council on Public Higher Education report on the origin of the 111,556 students enrolled in the 42 Kentucky colleges and universities accredited by the Southern Association of Colleges and Schools. The information presented for each institution includes the origin of students by state, foreign country, and Kentucky county. The tabular data indicate an overall enrollment increase of 5.3 percent from the 1973 fall semester to the 1974 fall semester, and similar increases within categories. Further data are given on in-state student enrollment, first-time freshmen, and out-of-state students. (LBH)

**ED 131 802 HE 008 422**  
**Second Annual Report of the State Board of Education and Board of Regents of the University of Idaho for Fiscal 1975.**

Idaho State Board of Education, Boise.

Pub Date 75

Note—109p.

Available from—State Board of Education, 614 West State Street, Annex =2, Boise, Idaho 83720

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Annual Reports, Blind, Deaf, Grants, \*Handicapped Students, \*Higher Education, Income, Libraries, State Colleges, \*State Programs, State Universities, Statistical Data, \*Vocational Education, \*Vocational Rehabilitation

Identifiers—\*Idaho, University of Idaho

The second Annual Report of the State Board of Education, covering the year July 1, 1974, to June 30, 1975, reflects the first full year of operation under the expanded supervisory responsibilities given the board by the 1974 governmental reorganization. Reports are included for the Office of the State Board of Education, State Department of Education, University of Idaho, Idaho State University, Boise State University, Lewis-Clark State College, vocational education, Eastern Idaho Vocational-Technical School, vocational rehabilitation, State School for the Deaf and the Blind, State Library, State Historical Society, Idaho Pioneer Association, College of Southern Idaho, and North Idaho College. Basic financial information and narratives outlining the year's accomplishments are included in this report. Specific areas covered include: principal administrative officers; number of employee positions; organizational chart; legal references; duties and responsibilities; aid and grant programs; income by source; expenditures by major class code; major policy adoptions; new program responsibilities; and significant developments and goals of institutions and divisions. (LBH)

**ED 131 803 HE 008 423**  
*Agor, Weston H.*

**Financing Independent Higher Education in Michigan: A Staff Report Analyzing Recent Enrollment, Cost, and Revenue Trends, with Projections to 1980 and 1985.**

Michigan State Dept. of Education, Lansing.

Pub Date Dec 75

Note—85p.

Available from—Higher Education Management Services, Michigan Department of Education, Lansing, Michigan

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Costs, \*Educational Finance, Enrollment Trends, Expenditures, Facilities, Fees, \*Financial Needs, \*Higher Education, \*Private Colleges, Public Policy, Tables (Data), \*Trend Analysis, Tuition

Identifiers—HEGIS, Higher Education General Information Survey, \*Michigan

This study focuses exclusively on independent higher education institutions in Michigan. It includes an analysis of recent enrollment, cost, and revenue trends by institution (with comparisons to the public sector) and projections to 1980 and 1985 on a statewide basis. The study was completed using primarily HEGIS data, and some data on competitive scholarship/tuition grants and tuition/fee rates supplied by Student Financial Assistance Services of the Department of Education. The study concludes with a discussion of alternative policy options for decision-making to weight and evaluate in light of the analysis contained in the report. (Author/KE)

**ED 131 804 HE 008 425**  
*Quindry, Kenneth E. And Others*

**Taxes and Higher Education: A Look at Actual and Potential Revenues, 1961-1974.**

Southern Regional Education Board, Atlanta, Ga.

Pub Date 76

Note—74p.; Best available copy.

Available from—Southern Regional Education Board, 130 Sixth Street, N.W., Atlanta, Georgia 30313 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Educational Finance, Finance Reform, \*Higher Education, Property Taxes, \*Southern States, \*State Aid, \*Tax Effort, \*Tax Support

## Document Resumes

A study of state financial support of higher education in the states served by the Southern Regional Education Board (SREB) suggests a positive correlation between the proportion of state residents paying taxes on incomes of over \$20,000 and the proportion of college graduates in the state. It is clear that while there is, nationally, a growing gap between taxing potential and actual tax collection, this underutilization is disproportionately high in the SREB states. It is proposed that these states do have existing tax potentials to support expansion of investments in higher education. Tax underutilization occurs in largest proportion in property taxes, and next in individual and corporate income taxes. Overutilization occurs largely in general and selective sales taxes. A shift in the use of taxation in SREB states may allow them to meet some of their higher education goals. A number of charts and graphic illustrations provide supporting information. (Author/MSE)

**ED 131 805**

HE 008 427

*Munday, Leo A.*

**Toward a Social Audit of Colleges: An Examination of College Student Outcomes in Terms of Admissions Information.** ACT Research Report No. 75.

American Coll. Testing Program, Iowa City, Iowa. Research and Development Div.

Pub Date Jun 76

Note—19p.

Available from—American College Testing Program, Research and Development Division, P.O. Box 168, Iowa City, Iowa 52240

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Admission (School), \*Career Choice, College Majors, \*College Role, College Students, \*Educational Responsibility, Expectation, \*Higher Education, Income, Social Responsibility, \*Student Characteristics, \*Student Development, Student Records

Student development is seen as a set of variables that can be used by a college to assess its social contribution to the region, state, or community in which it resides. In doing so, it is important to consider student characteristics upon admission. A total of 1,927 student records from three colleges and universities were combined to study college outcomes in the context of admissions variables. College outcomes in the career areas were studied, including curricular major and letter occupation. It was found that students generally implemented their plans at college entrance, suggesting that college helps students achieve their career goals. Income was also examined. College students expect to earn over \$6,000 more per year than their parents. A third outcome area studied was educational behavior. Most college students earn a baccalaureate, and college plans at admission are related to persistence. While student educational plans at admission are potent predictors of what the student will do in college, the college experience itself is seen as reinforcing the importance of education and raising educational aspirations. (Author/LBH)

**ED 131 806**

HE 008 428

*Hequet, Ignace And Others*

**Recent Student Flows in Higher Education.**

International Council for Educational Development, New York, N.Y.; State Univ. of Groningen (Netherlands). Inst. for Educational Research.

Spons Agency—Volkswagen Foundation, Hanover (West Germany).

Pub Date Jul 76

Note—272p.

Available from—International Council for Educational Development, 680 Fifth Avenue, New York, N.Y. 10019.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—\*Comparative Education, \*Enrollment Trends, \*Foreign Countries, \*Higher Education, \*Statistical Data, Statistical Studies, \*Student Enrollment, Students

Identifiers—Belgium, Czechoslovakia, Denmark, France, Germany, Hungary, Italy, Japan, Netherlands, Poland, Sweden, United Kingdom, United States, Yugoslavia

Part one of this report gives comprehensive statistical data on student flows in higher education in eleven countries from about 1965 to the latest years available for each; countries covered are Belgium, Denmark, France, Germany, Italy, the Netherlands, Sweden, the United Kingdom,

Yugoslavia, the United States, and Japan. Part Two is analytical, posing and answering questions about the development of higher education in the last quarter of this century. In Part Three, statistics from three East European countries (Czechoslovakia, Hungary, and Poland) are presented, and considered in their separate socioeconomic context. (Author/MSE)

**ED 131 807**

HE 008 433

*Otto, David*

**Perception and Utilization of Student Services.**

Pub Date 7 Jun 74

Note—35p.; Presented to the Canadian Society for the Study of Higher Education (Toronto, Ontario, June 7, 1974)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—College Students, \*Counseling Services, Foreign Countries, \*Guidance Services, \*Higher Education, \*Organizational Communication, Questionnaires, School Surveys, \*Student College Relationship, \*Student Personnel Services

Identifiers—Canada, \*University of Alberta

A total of 1,002 students enrolled in the University of Alberta for the 1973-74 academic year completed a questionnaire designed to assess their awareness of the student service offices. Seventy-five percent of the students had some idea of where to find many of the student offices but only one in every 16 could recall the telephone number of a student-run, dial-a-friend office. Although many students could not recall specific locations and telephone numbers, they did know that the services existed and were able to direct a hypothetical friend facing a series of problems to the proper offices. At some point in their own career at the University of Alberta, as many as half of the students in this study had personally used one or more of the student service offices. The most popular offices, both in terms of patronage and perceived value of service, were Canada Manpower, Student Awards, Student Counseling, and Student Health. While communication between service and student is a problem, it appears that those Alberta students who need guidance, counseling, and assistance do know about the university's agencies and how to use them. (Author/LBH)

**ED 131 808**

HE 008 434

*Weiss, Janis H.*

**Macalester Seniors: 1973 and 1974. Research Report No. 70.**

Macalester Coll., St. Paul, Minn. Office of Research and Planning.

Pub Date Aug 74

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Aspiration, Career Choice, Career Planning, \*College Role, College Students, Graduate Study, \*Graduate Surveys, \*Higher Education, Private Colleges, Professional Education, Questionnaires, Seniors, \*Student College Relationship, \*Student Opinion

Identifiers—\*Macalester College

In the spring of 1974, graduating seniors from Macalester College were sent a questionnaire surveying their reactions to their college experiences and their plans for the future. Seniors were overwhelmingly satisfied with their total experience at the college, viewing academic and interpersonal experiences as the most valuable elements. Nearly 50 percent of the 1974 graduates expected to enter graduate or professional schools in the fall of 1974. Business and teaching were attracting the largest percentage of those intending to work full-time after graduation. A comparison was made between the satisfactions and plans of the 1973 and 1974 graduating seniors. (Author)

**ED 131 809**

HE 008 435

**Perspectives and Plans for Graduate Studies 18. Fine Arts 1974-76.**

Ontario Council on Graduate Studies, Toronto. Advisory Committee on Academic Planning.

Pub Date [Oct 76]

Note—222p.

Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario MSS 2T4 (\$5.00 payable to C.O.U. Holdings Limited)

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—\*Curriculum Evaluation, Doctoral Programs, \*Fine Arts, Foreign Countries, \*Graduate Study, \*Higher Education, Masters

Degrees, \*Program Planning, Statewide Planning, \*Universities, \*Ontario, Identifiers—McMaster University, \*Queens University of Kingston (Ontario), University of Windsor, University of Ottawa, University of Toronto, University of Waterloo, University of Western Ontario, York University

In 1973, a provisional embargo in fine arts by the Ministry of Colleges and Universities mandated an internal study before new graduate programs could be funded. The Council of Ontario Universities' recommendations for dance, film, and theater and drama are: that masters' programs be initiated at York University (dance, film, theater, studio art), and the University of Waterloo (dance); that the University of Toronto continue its programs in drama; that planning continue at the University of Windsor for master's programs in theater history (MA) and directing and acting (MFA); and that no graduate work in theater and drama be undertaken at the University of Ottawa without further study. Recommendations for visual arts are: that a master's program in art history, emphasizing Canadian and contemporary art, be developed in the province; and that the provisional embargoes on art history and studio art be continued. For music, it is recommended that the proposed master's programs be initiated at the University of Ottawa, Queen's University, McMaster University, and York University; that the University of Western Ontario initiate its doctoral program; and that ACAP review the situation in 1978. Appendices contain detailed procedures, full reports and the university comments on each, coordinating group and task force membership lists, and explanations of advisory committee and discipline group roles. (Author/MSE)

**ED 131 810**

HE 008 437

**Graduate Student Incomes in Ontario. Report No. 76-17.**

Council of Ontario Universities, Toronto.

Pub Date Aug 76

Note—40p.; Not available in hard copy due to marginal legibility of original document Available from—Council of Ontario Universities, 130 St. George Street, Suite 8039, Toronto, Ontario M5S 2T4 Canada

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Federal Aid, Fellowships, \*Financial Needs, \*Financial Support, Foreign Countries, \*Graduate Students, Grants, \*Higher Education, \*Income, Scholarships, Statistical Surveys, Student Costs, \*Student Financial Aid

Identifiers—\*Ontario

This report provides a source for data on the financial support received by full-time graduate students in each of five divisions within each Ontario university. The data are presented in compact form. Given the variety and range of support, it is felt that average or median figures and interuniversity comparisons can be misleading; therefore, no commentary has been included. The data can be made available in a format that permits thorough analysis and interpretation in response to the specific interests of the user. An appendix presents a brief commentary on the trends in graduate student support over the past three years. (Author)

**ED 131 811**

HE 008 442

*Quen, Naomi Smith, Sandra*

**From Initiation to Evaluation: Developing Primary Care Perceptioships.**

American Medical Students Association Foundation, Rolling Meadows, Ill.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Bureau of Health Manpower.

Pub Date Sep 76

Contract—231-75-0606

Note—64p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Attitudes, Bibliographies, \*Clinical Experience, \*Curriculum Development, Field Experience Programs, \*Guides, Health Personnel, \*Higher Education, Medical Consultants, \*Medical Education Objectives, Patients (Persons), \*Physicians, \*Primary Health Care, Program Costs, Program Descriptions, Student Attitudes

Identifiers—American Medical Student Association Foundation, AMSA Foundation, Liability, \*Preceptorships

The use of preceptorships in medical education is examined in this guide from the AMSA Foundation. It reflects the insight of medical faculty, preceptors, administrators, and student participants, with major emphasis on ambulatory patient care settings, such as physician's offices. The issues and areas covered also apply to the development of preceptorships for other health professional students. The guide is organized by sections corresponding to these components: goal delineation, program development, curriculum development, program administration, and program evaluation. Goals are divided into three categories: long-range goals, specific learning goals, and general attitudinal and value goals. Ways in which they are integrated into the program and curriculum are discussed. Program operation issues include orientation, debriefing, logistics, personnel and costs, funding sources, and liability issues. A list of consultants is provided, along with sample preceptor application forms, sample evaluation forms, and a bibliography of over 100 citations. (LBH)

**ED 131 812** HE 008 443  
*Faculty Manual. A Handbook of Policies and Regulations.* Washington State University.

Washington State Univ., Pullman.  
 Pub Date Oct 76  
 Note—79p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
 Descriptors—Academic Freedom, \*Administrative Organization, \*Administrative Policy, Ancillary Services, \*College Faculty, Faculty Workload, Fringe Benefits, \*Higher Education, \*Job Analysis, Job Tenure, Leave of Absence, \*Personnel Policy, Research, Salaries, State Universities, Teacher Retirement  
 Identifiers—\*Faculty Handbooks, \*Washington State University

The policies and procedures to be observed in the management of the affairs of Washington State University are presented. Major sections of the 1976 manual include: history and objectives; freedom and responsibility; administration and organization; faculty personnel policies; and business procedures. Faculty personnel policies deal with selection, employment, annual review, tenure, leave of absence and vacation, disciplinary regulations, termination, compensated outside service, retirement, salary schedules, personnel records, workload, educational advancement opportunities, research, academic freedom, liability, and other fringe benefits. (LBH)

**ED 131 813** HE 008 445  
*Kaufman, Barry Loveland, Susan A. Academic Progress at the City University of New York: September 1970 to June 1975.*

City Univ. of New York, N.Y. Office of Program and Policy Research.  
 Pub Date Nov 76

Note—54p.

Available from—City University of New York, Office of Program and Policy Research, 535 East 80th Street, New York, New York 10021  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Academic Achievement, Achievement Rating, College Students, Comparative Analysis, \*Credits, Graduate Surveys, \*Graduation, \*Higher Education, \*School Holding Power, State Universities, Statistical Surveys, \*Student Characteristics  
 Identifiers—\*City University of New York, CUNY

The academic progress (i.e., retention, graduation, and credit accumulation) of students who entered the City University of New York as first-time freshmen in the fall semesters 1970-74 is reviewed in order to update previously reported information. Data are given by college level and for the individual colleges of the university, by high school average categories, by sex, by characteristics of students' area of residence, and by high school type. Three measures of academic progress are used: enrollment in a given semester or cumulative graduation by the end of the semester; accumulation of a specified number of credits by the end of a given semester or cumulative graduation by the end of that semester; and cumulative graduation by the end of the given semester. The findings are generally consistent with those previously published, although the data on credit accumulation may still contain serious shortcomings. Comparative statistics show that CUNY graduation rates for 1970 and 1971 entrant were lower than the national average, but

after five years the CUNY senior college graduation rates were similar to the four-year rates for the national sample of public institutions. (LBH)

**ED 131 814** HE 008 446  
*Larsen, Suzanne W.*

*A Report on an Experimental Program in Conditional Admissions.* Office of Institutional Research Vol. 14, No. 22.

Tennessee Univ., Knoxville. Office of Institutional Research.

Pub Date 19 Jun 74

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, \*Admission Criteria, \*College Admission, \*College Freshmen, Comparative Analysis, \*Experimental Programs, Grade Point Average, \*Higher Education, Program Evaluation, Summer Schools, Tables (Data)

Identifiers—\*University of Tennessee Knoxville

Students who did not meet the minimal admissions standards of the University of Tennessee, Knoxville, were enrolled conditionally in the summer quarter of 1971. For these 67 students, the requirement for completion of at least 12 hours in their first quarter at the university, with a grade-point average of at least 1.00 in order to continue in the university, was changed to the completion of any number of hours with a GPA of at least 1.00. This study addresses the academic program and achievement level of the students in the experimental program through the first quarter and as of winter quarter 1974, two and one-half years later. Thirty-three percent of the group that otherwise would not have met the criteria were allowed to continue work at the university. This experimental approach apparently did not result in a large number of the group taking less than a full load of 12 hours for the summer or six hours per summer half-term. It did result in students repeating a course the second half of the summer that they did not successfully complete during the first half. (Author/LBH)

**ED 131 815** HE 008 448  
*Larsen, Suzanne W.*

*A Comparison of Entering Full-Time Freshmen at the University of Tennessee, Knoxville, With Entering Full-Time Freshmen in Other Universities, Fall 1973.* Office of Institutional Research Vol. 14, No. 18.

Tennessee Univ., Knoxville. Office of Institutional Research.

Pub Date 29 Mar 74

Note—44p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Freshmen, College Majors, Comparative Analysis, \*Expectation, \*Higher Education, Occupational Choice, Religion, \*School Surveys, \*Student Attitudes, \*Student Opinion, Tables (Data)

Identifiers—American Council on Education, \*University of Tennessee Knoxville

The responses of the entering full-time freshmen at UTK are compared with those of the norm group for public universities with "low selectivity" on the descriptive, attitudinal, and expectancy items of the American Council on Education's annual freshman survey. Two additional comparisons were made. One was with the responses from the previous year's study at UTK and one with the responses of the norm group for "All Universities." It was found that a higher percentage of UTK students fell in the younger age brackets and that considerably fewer stated a religious preference for Roman Catholicism. Proportionately more of the UTK students apply only to UTK and proportionately less UTK students are concerned about financing their college education. A greater percentage of the males at UTK chose engineering as a college major and career occupation. The only differences in the proportion of responses for UTK and Selected and All universities on subjective items were on items of lesser overall importance, such as choice of college residence and social organization. (Author/LBH)

**ED 131 816** HE 008 449  
*Larsen, Suzanne W.*

*A Comparison of Black Entering Full-Time Freshmen in the University of Tennessee, Knoxville, with Other Groups, Fall 1973.* Office of Institutional Research Vol. 14, No. 20.

Tennessee Univ., Knoxville. Office of Institutional Research.

Pub Date 19 Apr 74

Note—41p.; Not available in hard copy due to marginal legibility of original document  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Freshmen, Comparative Analysis, Expectation, Family Status, \*Higher Education, \*Negro Colleges, \*Negro Students, \*School Surveys, Student Attitudes, \*Student Characteristics, Student Motivation, Student Opinion, Tables (Data)

Identifiers—\*American Council on Education, University of Tennessee Knoxville

The responses of the Black entering full-time freshman (B) at UTK are compared with those of the nonblack (NB) at UTK as well as those of the norm group from predominantly black colleges (PBC) on descriptive, attitudinal, and expectancy items of the annual ACE freshman survey. Black students at UTK, like the nonblack, are younger and more recent high school graduates than PBC students. The B's also come from a more affluent background than PBC and have less financial worries; the parents of B are better educated than those of PBC. The degree aspirations of B and PBC were similar, although more B than PBC aimed at the medical professions and less toward business education. More B than NB or PBC anticipated satisfaction with college. The life objectives of B and PBC were similar. There was considerably more concern by NB than B or PBC that large families should be discouraged. PBC and, to a lesser degree, B had concern that the government was not encouraging desegregation quickly enough and students from disadvantaged social backgrounds should be given preferential treatment in college admissions. (Author/LBH)

**ED 131 817** HE 008 450  
*Corson, John J. And Others*

*Changing Patterns of Governance in Higher Education.* Report Series 1975-76, No. 2.

Arizona Univ., Tucson. Coll. of Education.

Pub Date Jul 76

Note—72p.

Available from—Committee on Higher Education, University of Arizona, 1415 North Fremont Avenue, Tucson, Arizona 85719

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Coordination, \*Educational Administration, \*Federal State Relationship, \*Governance, \*Government Role, \*Higher Education, Post Secondary Education, Vocational Education

Identifiers—\*Autonomy, \*Government School Relationship

Patterns of governance in higher education have changed dramatically during the past quarter century and the trend will probably continue. Since the essential parts of institutional autonomy continue to be debated and vary from state to state, the following discussions were sponsored by the University of Arizona. The topics covered include: "Changes in the Governance of Institutions of Postsecondary Education," by John J. Corson; "The States and Governance in Higher Education," by John D. Millett; "Keeping in Touch, the Campus-Capitol Interface," by Marvin D. Johnson; "Federal Effects on State and Institutional Policies," by Allan W. Ostar; and "Coordination of Program Developments in Postsecondary Vocational Education," by T. Harry McKinney. (LBH)

**ED 131 818** HE 008 451  
*Gilbert, Charles C. Lueck, Lowell A.*

*The Student Flow Model as a Tool to Analyze the Student Dropout.*

Pub Date [75]

Note—26p.; Paper presented at the 1975 Annual Illinois Association for Institutional Research Meeting (Chicago, Illinois); Not available in hard copy due to marginal legibility or original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—College Students, \*Data Analysis, \*Dropouts, \*Enrollment Projections, Enrollment Trends, \*Higher Education, \*Models, \*Student Enrollment, Student Mobility, Student Placement

Identifiers—\*Student Flow Model

The workings of a simulation model, the Student Flow Model (SFM), designed to trace the flow of students from one enrollment period to

another, are described. The model is divided into three major modules. The first is the historical module, which provides the historical base for future projections. The admissions module, the second part of the SFM, projects new students by major or any other parameter the investigator desires (e.g., sex, race, rank in class). The third component is the transition module, which projects future enrollments by taking information from the historical and admissions modules. For the investigation of student attrition, the historical portion of the SFM appears to be most useful. It enables the investigator to tell where the students are going and how long they take to get there. If they drop out, the model tells their class level and major and whether they reenter at a later time. It also allows for the pooling of several time frames to arrive at an average transition percentage, such as is used for making projections of enrollments. The basic data needed for the SFM includes a unique identification number for each student, class identification, academic program, and the term the data are collected. Crossover tables are built that combine a major into a particular broad program category. (Author/LBH)

**ED 131 819** HE 008 453

*Martorana, S. V. McGuire, W. Gary  
Regionalism and Statewide Coordination of Postsecondary Education. Report No. 26.*  
Pennsylvania State Univ., University Park. Center for the Study of Higher Education.

Pub Date Sep 76

Note—84p.

Available from—Pennsylvania State University, Center for the Study of Higher Education, University Park, Pennsylvania.

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Cooperative Planning, Educational Administration, \*Educational Planning, Financial Support, Governance, \*Higher Education, \*Interinstitutional Cooperation, Intermediate Administrative Units, Local Government, \*Post Secondary Education, Regional Cooperation, \*Regional Planning, State Action, \*Statewide Planning

Identifiers—\*Regionalism

Initial findings are reported of a continuing study of a new American postsecondary educational planning and coordination concept and its implementation: regionalism and regionalization. Regionalism is defined as that view of a geographic subsection of a state or of several adjoining states that considers all or a number of the postsecondary educational components within the region collectively and seeks to establish a coordinated relationship of their goals, programs, and/or resources. The regional arrangement among institutions must be officially recognized by a state authority. This report deals with incidences of regionalization; factors influencing such action; patterns of regionalization; objectives; sources of authority, governance and administration; and funding. The tentative conclusions indicate the directions needed for further study, including the relationship of local versus state authority in postsecondary education. (LBH)

**ED 131 820** HE 008 454

*Conference on the Doctor of Arts Degree Program in Chemistry. Proceedings. (Atlanta University, April 23-24, 1976).*

Atlanta Univ., Ga.

Pub Date 24 Apr 76

Note—23p.

Available from—Atlanta University, 223 Chestnut Street, Atlanta, Georgia 30314

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Chemistry, \*Conference Reports, \*Curriculum Development, Degree Requirements, Departments, \*Doctoral Programs, \*Doctor of Arts Degrees, Graduate Study, \*Higher Education, Program Evaluation, Universities

Identifiers—\*Atlanta University

As part of its first-year activities, the Atlanta University Department of Chemistry, which started as Doctor of Arts degree program in September 1975, sponsored a conference on April 23-24, 1976 to which were invited 20 two- and four-year college faculty and administrators. The main objectives were to discuss the need and credibility of the Doctor of Arts degree, to provide information on the degree to the targeted academic community, and to solicit input from knowledgeable persons on the academic prepara-

tion appropriate for a person planning to teach in an undergraduate institution. This report is primarily a summary of the two major conference speeches and the discussions and recommendations of three intensive working sessions. Dr. E. Alden Dunham opened the conference with a review of the need for, the content, and the historical development of the degree. Dr. Paul L. Dressel closed with a summary of what a good program should be moving towards, based on his continuing review of existing D. A. programs. (LBH)

**ED 131 821** HE 008 457

*Handley, Alice A. Sedlacek, William E.  
Characteristics and Work Attitudes of Women Working on Campus. Research Report No. 5-76.*

Maryland Univ., College Park. Counseling Center.

Pub Date 76

Note—25p.

Available from—Counseling Center, University of Maryland, College Park, Maryland

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Attitudes, Committees, Decision Making, Employment Opportunities, Equal Opportunities, \*Jobs, \*Females, \*Higher Education, \*Job Satisfaction, Job Tenure, Leave of Absence, Promotion (Occupational), \*Salary Differentials, School Surveys, \*Sex Discrimination, Women Professors, Working Women

Identifiers—\*University of Maryland

A random sample of 390 women employees of the University of Maryland, College Park (130 each from student, classified, and professional employees) were surveyed as to their characteristics and job attitudes. An 80 percent return was achieved, and results showed that the women generally are satisfied with their jobs and generally do not feel overall sex discrimination, although in certain specific areas employee subgroups see problems that should be addressed. Areas in which action is recommended included a strengthening of the EEO committee and a clarification of maternity leave policies. Low pay was cited as a source of dissatisfaction for all groups, and faculty women say differential salary is their major source of inequity with their male peers. Other sources of inequity seen by faculty women included being treated fairly on tenure and promotion decisions, participating on important committees and in decision-making. Classified women employees were concerned with their opportunities for promotion, the balance and flow of their work, and being allowed to take courses during regular working hours. Student women employees were concerned with campus safety and parking. (Author/LBH)

**ED 131 822** HE 008 458

*Foster, Margaret E. And Others  
Commuterism: Student Affairs Staff Attitudes Toward Students Living Off-Campus. Research Report No. 3-76.*

Maryland Univ., College Park. Counseling Center.

Pub Date Jun 76

Note—19p.; Not available in hard copy due to marginal legibility of original document

Available from—Counseling Center, University of Maryland, College Park, Maryland

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Attitudes, \*Commuting Students, Comparative Analysis, \*Higher Education, Models, Residential Patterns, \*Student College Relationship, \*Student Personnel Workers

Identifiers—SAS C, \*Situational Attitude Scale

Commuters, \*University of Maryland

The Situational Attitude Scale - Commuters (SAS-C) was employed to measure attitudes of student affairs professionals toward commuting students at the University of Maryland, College Park. Two forms of the SAS-C were randomly assigned. Both contained the same 10 situations and bipolar responses, except a term equivalent to students-living-off-campus was inserted into each situation in Form A, while Form B contained a term defining a student living on-campus. Of the 100 items analyzed, 16 items significantly discriminated between the two samples and respondents tended to feel more negative toward commuting students. It was concluded that place of residence was a significant variable in accounting for differences between the two samples, and that prejudice toward commuters

does exist and can be measured. Chickering's developmental variables were used as a conceptual framework for understanding dimensions along which commuting and resident students may be viewed differently. A six-stage model oriented toward reducing or eliminating commuterism was also outlined. (Author/LBH)

**ED 131 823**

HE 008 460

*Van Alstyne, Carol Colleen, Sharon L.  
The Costs of Implementing Federally Mandated Social Programs at Colleges and Universities. Policy Analysis Service Special Report.*

American Council on Education, Washington, D.C. Policy Analysis Service.

Pub Date Jun 76

Note—85p.

Available from—Publications Division, American Council on Education, One Dupont Circle, Washington, D.C. 20036 (\$3.50)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Affirmative Action, Age, \*Costs, Discriminatory Legislation, \*Educational Finance, Equal Opportunities (Jobs), \*Federal Legislation, Federal Programs, Financial Problems, Fringe Benefits, \*Higher Education, \*Operating Expenses, Salaries, \*Social Action Identifiers—Federal Regulation

Federally mandated social programs that apply to colleges and universities because they are treated as business entities are covered in this report. These programs have contributed to the continually increasing operating costs of colleges and universities over the last decade. This study aims at providing quantified examples of these cost increases and at understanding their impact on the financial condition of academic institutions. The programs of federal social legislation covered include: equal employment opportunity, equal pay, affirmative action, age discrimination, wage and hour standards, unemployment compensation, social security tax increases, health maintenance organizations, retirement benefits, wage and salary controls, occupational safety and health, and environmental protection. Implementation efforts from 1965 to 1975 are reported for six institutions: University of Illinois-Urbana, Miami-Dade Junior College, Duke University, Georgetown University, Hampton Institute, and College of Wooster. The results of this study suggest that implementing federal policies regarding social justice, manpower, science, defense, and taxation has a far greater financial impact on higher education than does any explicit and coherent federal policy in support of higher education. Some of the effects are intended, some unintended, and some scarcely recognized. (LBH)

**ED 131 824**

HE 008 461

*Staats, Elmer B.*

*Performance Management in Higher Education . NACUBO Professional File v8 n5.*

National Association of Coll. and Univ. Business Officers, Washington, D.C.

Pub Date Aug 76

Note—6p.

Available from—NACUBO, 1 Dupont Circle, Suite 510, Washington, D.C. 20036. (1-10 copies available on request, larger orders at \$0.15 per copy)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Educational Finance, \*Federal Aid, \*Finance Reform, Financial Support, Government Role, \*Higher Education, Operations Research, Private Colleges

Higher education currently faces more than a financial crisis; it faces five severe challenges to its performance and purposes: (1) public confidence in the value of a college education is weak; (2) educational demand is shifting from liberal arts to vocational courses; (3) teaching must be able to keep up with the rapid expansion of knowledge; (4) the student profile is changing considerably; and (5) the community college is becoming a potent educational force while small private schools are losing enrollment. Management for results, by a system the federal government's General Accounting Office calls performance auditing, may be a key to the survival of college and universities. Performance auditing requires management to clearly define and publish its objectives, develop standards and measurements of performance, obtain complete and reliable information for control, and determine whether or not costs can be reduced while main-

taining or increasing productivity. This kind of audit may be particularly significant for private colleges and universities, where there is some concern that government is not treating private higher education equitably. (Author/MSE)

## IR

**ED 131 825** IR 004 143

Trezza, Alphonse F.

**The United States National Inventory of Library Needs, 1975.**

National Commission on Libraries and Information Science, Washington, D.C.

Pub Date Aug 76

Note—23p.; Paper presented to the International Federation of Library Associations Committee on Statistics and Standards (Washington, D.C., August 26, 1976)

Available from—Alphonse F. Trezza, NCLIS, 1717 K Street, N.W., Washington, D.C. 20036

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Libraries, Financial Needs, Information Services, Librarians, Library Acquisition, \*Library Collections, \*Library Expenditures, \*Library Facilities, \*Library Services, \*Library Standards, \*National Programs, Personnel Needs, Public Libraries, School Libraries, University Libraries

Identifiers—National Commission Libraries Information Science, \*National Inventory of Library Needs, NCLIS

The "National Inventory of Library Needs" being conducted by the National Commission on Libraries and Information Science covers public libraries, school library/media centers, and academic libraries. The resource categories being used for the Inventory are staffing, collections, acquisitions, space, and operating expenditures. For example, the need indicator identified for public library staffing is one full-time equivalent professional per 6,000 persons in the population served. The indicators represent generalized versions of detailed library standards typical of many nations and common in states of the United States. Since the indicators are minimums, a library barely meeting all of them would not necessarily be able to provide fully adequate service. The assessment of gaps nationally in the numbers of staff, in the sizes of collections and rates of acquisition of print and audiovisual materials, and in library space should highlight priority needs. The Inventory is a start toward a system of quantitative information for planning information services. (Author/PF)

**ED 131 826** IR 004 160

**Educational Aids: Programmed Teaching and Motion Pictures (USSR).**

Joint Publications Research Service, Washington, D.C.

Report No.—JPRS-23,679; OTS-64-21792

Pub Date 13 Mar 64

Note—22p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Instructional Films, \*Programed Instruction, Teaching Machines, \*Teaching Methods

Identifiers—\*USSR

Because traditional teaching methods in the Soviet Union do not provide feedback to the individual student and do not accommodate individual differences in pace and style, interest has been raised in programmed instruction. If the proper steps are followed in the development of programmed instruction materials, automated devices can be used to: test, tutor, train, inform and refer, and monitor. Algorithms may be linear or branching, and output devices can be simultaneously linked to audiovisual supports. Such technology and programs can facilitate the efficient instruction, evaluation, and remediation of large numbers of students. At the Moscow Pedagogical School No. 3, procedures were developed for the systematic use of motion pictures in the classroom setting. Film catalogs describe the contents of films so that teachers can make decisions on the most effective use of films in their instructional presentations. Students are given content questions to increase their interest in the films. Several examples of how films can be used to support the instructional process are provided. (EMH)

**ED 131 827** 95 IR 004 177

Csanyi, Attila P. And Others

**Programming Method and Response Mode in a Visual-Oral Task. Final Report, October 1961-October 1963.**

Pittsburgh Univ., Pa. Dept. of Psychology.

Spons Agency—Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.; Office of Education (DHEW), Washington, D.C. Cooperative Research Program.

Report No.—AMRL-TR-64-129

Pub Date Dec 64

Contract—AF-33(616)-7175; OEC-2-10-057

Note—18p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Junior High School Students, \*Programmed Instruction, \*Response Mode, Secondary Education, \*Verbal Learning

Programing methods and response modes were investigated to determine effective training methods. The identification and pronunciation of phonetic symbols were taught using two different methods of programing (prompting and confirmation) and two methods of response (overt and covert). Achievement was measured on both a multiple choice test and a test requiring overt oral responses. Considerable variation occurred among the test scores for each learning condition. Differences among the conditions, tending to indicate the superiority of overt responding and of confirmation, were significant in only one case. Overt responding was superior for retention when measured by tests requiring overt oral responses. The prompting method coupled with the covert response mode tended to produce poorer learning and retention than the other conditions, but it required only 30% to 50% as much learning time as the other conditions. (Author/EMH)

**ED 131 828** IR 004 178

Trow, William H. Smith, Edgar A.

**Filmstrip Techniques for Individualized Instruction. Final Report, May 1963-March 1964.**

Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.; Grafex, Inc., Rochester, N.Y.

Report No.—AMRL-TR-65-78

Pub Date May 65

Contract—AF-33(657)-11339

Note—18p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Audiovisual Aids, Comparative Analysis, \*Filmstrips, Individualized Instruction, \*Production Techniques, \*Slides

With respect to the preparation of filmed program instruction, considerations involved in the choice between slides and filmstrips are discussed. The considerations of revision, quantity, length, storage, recycling, aspect ratio, change time, random access, and continuous repetition are presented. A comparison of the cost of preparing a master of the filmed program and duplicate copies is made. As a guide to the preparation of filmstrips by staff photographers, some of the problems involved are discussed, namely, single-frame cameras, the preparation of flat copy, exposure, and splicing. Other film formats with possible application in audiovisual programming are discussed. (Author/EMH)

**ED 131 829** IR 004 179

Anderson, Richard C. Guthrie, John T.

**Stimulus Sequence and Concept Learning. Experiment II. Monograph Number 2.**

Illinois Univ., Urbana. Training Research Lab.

Pub Date Mar 65

Note—16p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Audiovisual Instruction, College Students, \*Concept Teaching, \*Cues, Higher Education, Media Research, Stimulus Behavior

Though previous studies had suggested a link between the rate of concept learning and instructional formats in which instances of concepts were held constant or grouped together, a 1964 study by Richard Anderson questioned the conclusion, suggesting that previous studies had been confounded by other irrelevant attributes that changed from trial to trial. The study was replicated to test certain anomalies. Via video screen, 50 undergraduate volunteers were delivered stimuli consisting of seven attributes: number, color, form, shading, vertical or horizontal bar, border, and field orientation. Subjects were given five tasks involving the learning of one pair of concepts. Five treatments differed in

terms of the sequence of stimuli used to present the training. Results showed that: (1) when adjacent trials contained the same relevant cue, learning was maximized; and (2) the effects of alternate and constant series are conditional upon the number of stimulus attributes that change from trial to trial. (EMH)

**ED 131 830**

Meyer, Donald E.

**Adjunct to Self-Study for Aircrew Refresher Training Under Operational Conditions in the Air Defense Command. Final Report, March 1964-October 1964.**

Aerospace Medical Research Labs, Wright-Patterson AFB, Ohio.

Report No.—AMRL-TR-65-83

Pub Date Mar 65

Note—31p.; Performed in coordination with the Air Defense Command under ADC Test Project 64-29; Archival document

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Autoinstructional Programs, Comparative Analysis, \*Conventional Instruction, Flight Training, Independent Study, \*Refresher Courses

A study was undertaken to compare the effectiveness of two methods for delivering refresher training to Air Crews: conventional classroom and self-study. The self-study technique consisted of: (1) a comprehensive series of multiple choice questions covering the subject matter, with each question bearing reference to the page and paragraph of a manual containing the detailed information on which the questions were based; (2) a punchboard from which students could immediately determine whether their answers were correct or incorrect; and (3) a manual to which students could refer for information when they chose an incorrect answer. Conclusions were: (1) the preparation and administration of self-study techniques are entirely within the capability of an operational squadron with only a minimum of guidance; (2) in the operational setting, the self-study technique is superior to the conventional classroom method for delivering refresher training; and (3) students favor the self-study method for refresher training. (Author/EMH)

**ED 131 831**

Björstedt, Åke

**Mapping the Pheno-Structure of Didactic Sequences. Didakometry No. 1.**

School of Education, Malmö (Sweden). Dept. of Educational and Psychological Research.

Pub Date Jul 64

Note—20p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Autoinstructional Programs, Evaluation Methods, \*Formative Evaluation

A framework is provided for the evaluation of self instructional materials before the materials are ready for field testing. Several aids are offered to assist the development of an evaluation model, including: checklists, maps of relations between terminal objectives and single didactic units, and unit charting protocols. Checklist questions cover the following areas: (1) goal relevance, (2) procedural instruction, (3) organization and sequence, (4) stimulus function of didactic units, (5) response function of didactic units, (6) integration of program, (7) motivation level of program, (8) program language, (9) external factors, and (10) relations between terminal objectives and single didactic objectives. Examples of various kinds of unit charting protocols also are provided. (EMH)

**ED 131 832**

Silverstein, Albert

**The Prediction of Individual Association Hierarchies from Cultural Frequencies. Pre-Publication Draft.**

Pub Date [65]

Note—23p.; Archival document

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Associative Learning, College Students, Higher Education, \*Individual Characteristics, \*Prediction, Verbal Learning

Theorists have argued that the relatedness of words depends upon the degree to which they are associatively connected. Hierarchies of association have been established using two experimental methods: (1) the procedural method, and (2) the repetitions method. Since the results of the two methods have proven to be somewhat inconsistent, a study was designed which examined the

relationship between the two methods by presenting a list of 20 stimulus words three times in different random orders to 96 college student subjects. Tabulations were kept for the frequency with which associations given on the first trial were repeated in subsequent trials. It was hypothesized that the frequency would increase as the cultural frequency of the association increased. In general, it was found that cultural frequencies do predict the index of repetition of associates, and hence, they represent individual association hierarchies. (EMH)

**ED 131 833** IR 004 183

Riegel, Klaus F.

**Development of Language: Suggestions for a Verbal Fallout Model. Report Number 4, Development of Language Function. A Research Program-Project. Study B: Developmental Studies in Semantics.**

Michigan Univ., Ann Arbor. Center for Human Growth and Development.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Report No—HD-01368-01

Pub Date 10 Oct 65

Grant—NIH-NICHHD-G-1-P01

Note—36p.; Archival document

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Age, \*Age Differences, \*Language Development, Language Fluency, \*Language Research

Language acquisition is a quantifiable system with the sum total of verbal inputs and outputs increasing with the age of the subject. Increases in vocabulary are positively accelerated during developmental years and become negatively accelerated or zero during adult years. Thus, older people have available a larger active and passive vocabulary. To check the validity of the Bousfield and Sedgwick equations which predict vocabulary acquisition, a test was designed which required subjects of different ages to write all the words that occurred to them in a given interval of time. Contrary to expectations, older subjects did not show greater fluency—a finding which may reflect response time more than memory. Future research should focus on the factors that prevent individuals from making the most efficient use of stored information. The appendixes include an explanation of statistical methods and graphic summaries of test results. (EMH)

**ED 131 834** 95 IR 004 195

Newell, Allen

**On the Analysis of Human Problem Solving Protocols.**

Carnegie Inst. of Tech., Pittsburgh, Pa.

Spons Agency—National Inst. of Mental Health (DHEW), Bethesda, Md.

Pub Date 27 Jun 66

Grant—NIH-MH-07722-02

Note—67p.; Paper presented at the International Symposium on Mathematical and Computational Methods in the Social Sciences (Rome, Italy, July 4-9, 1966); Archival document

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Computer Programs, Computer Science, \*Information Processing, \*Problem Solving, \*Programming

A method for improving the induction of computer programs from human problem solving protocols begins with four steps. The first step requires dividing the protocol into phrases that represent the performer's single assertions about the task or a single act of task oriented behavior. Second, the operators and information constituting single states of knowledge are set down in the construction of problem spaces. Next, a Problem Behavior Graph (PBG) is plotted by proceeding through the phases of the protocol. Finally, a production system, which captures the regularities in the subject's search behavior, is created in several stages: (1) conjecturing individual productions at each node of the PBG; (2) consolidating the production system, a process analogous to the subroutineization of a large program; (3) plotting the production system against the PBG; and (4) determining a conflict resolution rule. A 33-reference bibliography is appended. (KB)

**ED 131 835** IR 004 206

Fork, Donald J. Wilkins, Henry

**Public Relations and the Media: An Overview.**

Pub Date Nov 75

Note—16p.; Paper presented at the Pennsylvania Learning Resources Association Annual Conference (Hershey, Pennsylvania, November 1975); For related documents see IR 004 207-209

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Communication (Thought Transfer), \*Mass Media, \*Public Relations

Since its origin in the nineteenth century, the growth of the field of public relations has led to the formation of several professional organizations aimed at advancing the condition of the profession. The profession is now prominent in government, corporations, and private firms, with many organizations employing executives whose sole function is public relations. Public relations differs from advertising in that it is not directed at the purchase of products or services; rather, it addresses a variety of audiences with the aim of maximizing the efficiency of the organization. A model for analyzing public relations activities should include the following elements: decoding, assigning meaning, encoding, and receiving the message. An advantage of such a model is that it shows that communications is a dynamic rather than a static process. (EMH)

**ED 131 836** IR 004 207

Fork, Donald J. Ed.

**Systems of Cooperation and Public Relations: A Summary Report of the Panel on Media and Public Relations.**

Pub Date Nov 75

Note—23p.; Paper presented at the Pennsylvania Learning Resources Association Annual Conference (Hershey, Pennsylvania, November 1975); For related documents see IR 004 206-209

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Colleges, Communications, \*Mass Media, \*Public Relations, Speeches

This report presents transcripts of speeches delivered at a conference intended to relate some effective uses of communications media in public relations programs. Topics included: (1) communications in industry; (2) media and public relations—a representative view of the army, defense department, and government; (3) relating to the public through media; (4) the state of the art in college public relations; and (5) media, religion, and public relations. (EMH)

**ED 131 837** IR 004 208

Jonassen, David Fork, Donald J.

**Visual Literacy: A Bibliographic Survey.**

Pub Date Nov 75

Note—17p.; Paper presented at the Pennsylvania Learning Resources Association Annual Conference (Hershey, Pennsylvania, November 1975); For related documents see IR 004 206-209

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Literature, \*Reviews, Media Research, Visual Learning, \*Visual Literacy

Learning through the use of symbols presupposes the ability to think visually, including the perception, structuring, processing, and transformation of visual images. Since children process high volumes of visual messages, especially via television, schools should restructure curricula to include objectives in visual literacy, specifically the reading, planning, creating, and combining of visuals for intentional communication. Analogies to verbal literacy are useful, but inadequate in explaining the complexity of visual thinking. The Visual Communications Project of Milford represented the most successful attempt to present a sequence of visual literacy skills, and other recent investigations have increased the understanding of visual literacy. The research is proliferating, but efforts have not as yet been drawn together by a comprehensive theory of visual literacy. (EMH)

**ED 131 838** IR 004 209

Fork, Donald J. Ed.

**Visual Literacy: A Selected Bibliography.**

Pub Date 75

Note—23p.; Paper presented at the Pennsylvania Learning Resources Association Annual Conference (Hershey, Pennsylvania, November 1975); For related documents see IR 004 206-209

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Aesthetic Education, Audiovisual Aids, \*Bibliographies, Nonverbal Communication, Visual Arts, \*Visual Literacy, \*Visual Perception

Listed are nearly 300 books, articles, and audiovisual materials relating to visual literacy. Listings for written materials include author, title, publisher, and date of publication. Audiovisual listings include title, media type, date of production, and distributor. (EMH)

**ED 131 839**

Neuburger, Wayne F.

**A Computer Support System for a Teacher Evaluation Model.**

Beaverton School District 48, Oreg.

Pub Date 28 Oct 76

Note—16p.; Paper presented at the National Association of Users of Computer Applications to Learning Conference (Portland, Oregon, October 28-30, 1976); Appendix will reproduce poorly due to small type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Computer Oriented Programs, Data Processing, \*Diagnostic Teaching, Elementary Secondary Education, \*Teacher Evaluation, Test Construction, \*Test Interpretation, \*Test Scoring Machines, Test Validity

Identifiers—NAUCAL 76

In 1972 the Beaverton, Oregon, School District adopted a diagnostic-prescriptive instructional model as part of its teacher evaluation plan. To help teachers with the construction and analysis of diagnostic tests, the district made three data processing services available: (1) test item analysis, (2) test scoring and summarization, and (3) data storage and retrieval. The test analysis program determined scales of test item difficulty and evaluated the discriminatory power of test items. Options provided by the test scoring service include reporting test results by teaching objectives, comparison of results with mastery criteria, and providing group distributions and other descriptive statistics. The programs were developed on a 20K storage computer with an Opcsan 17 scanner as the primary input mechanism. Software was written in Fortran II with a package developed specifically for the Digital Equipment Corporation PDP-8 machine. Evaluation of the effects of the data analysis programs in three years of a 9th grade writing course showed some evidence of student improvement in meeting course objectives. An appendix contains samples of test forms and computer printouts. (KB)

**ED 131 840**

Pitkin, Gary M.

**Serials Automation in the United States: A Bibliographic History.**

Pub Date 76

Note—157p.

Available from—Scarecrow Press, Inc., P.O. Box 656, Metuchen, New Jersey 08840 (ISBN-0-8108-0955-9; \$6.00)

**Document Not Available from EDRS.**

Descriptors—\*Annotated Bibliographies, Libraries, \*Library Automation, Library Technical Processes, \*Serials

All articles cited in "Library Literature" between 1949 and 1974 dealing with automation of serials control, but not including articles on union lists or other cooperative projects, are listed and annotated. The articles are presented in chronological order, providing a history of the topic. Entries include the "Library Literature" citation followed by three content identification categories: applications, type of library, and institution. The annotations rely heavily on quoted matter. Some short articles are presented exactly as written. Articles that do not present new information are not annotated but are cross-referenced to related articles. An appendix indexes articles by serials control functions—binding information, check-in, claiming, holdings information, language information, ordering, renewal, routing, statistics, subject information, and title listing. (KB)

**ED 131 841**

**A Study of Library Service in the Lake Agassiz Region of North Dakota.**

North Dakota State Library Commission, Bismarck.

Spons Agency—Bureau of Libraries and Learning Resources (DHEW/OE), Washington, D.C.

Pub Date Sep 76

Note—176p.; Prepared by the Lake Agassiz Regional Council

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Demography, Financial Support, Information Services, \*Library Collections,

\*Library Services, Library Standards, \*Library Surveys, \*Public Libraries, Rural Areas, \*Use Studies  
Identifiers—North Dakota (Lake Agassiz Region)

A needs assessment of the library services of the Lake Agassiz region of North Dakota was begun in 1974. A mail survey of the area population and an in-library user survey were conducted. Almost all libraries in the region fell below state standards on holdings primarily because the population base was inadequate to support 11 municipal libraries. Users, who reported satisfaction with library services, supported suggestions for interlibrary cooperative arrangements. Services such as reference materials, photocopy machines, records and tapes, and films were ranked by users as having high priority. The regional citizenry revealed general complacency regarding libraries. This attitude would have to be dealt with in order for region-wide cooperation and innovation to have any major effect. Survey instruments and a copy of the North Dakota Public Library Standards for 1972 are contained in an appendix. (KB)

**ED 131 842** IR 004 224  
**Southeastern Library Network (SOLINET) General Information.**

Southeastern Library Network, Inc., Atlanta, Ga.  
Pub Date 76  
Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Cataloging, College Libraries, Library Cooperation, \*Library Networks, Library Services, Public Libraries, Special Libraries, State Libraries, \*Telecommunication, University Libraries  
Identifiers—OCLC, \*Ohio College Library Center, SOLINET, \*Southeastern Library Network

The computer and telecommunications services of the Southeastern Library Network (SOLINET) are specified in this introduction to the Network. Since members of SOLINET may participate in the services of the Ohio College Library Center (OCLC), a description of these services is included. Membership requirements, fees and dues, and charges to SOLINET members for basic and optional services are enumerated. The report also contains listing of the 140 academic, public, state, and special library members of SOLINET. (KB)

**ED 131 843** IR 004 225  
*Nitecki, Joseph Z.*

**OCLC in Retrospect: A Review of the Impact of the OCLC System on the Administration of a Large University Technical Services Operations. Occasional Papers No. 123.**

Illinois Univ., Urbana. Graduate School of Library Science.  
Pub Date May 76  
Note—35p.

Available from—Occasional Papers, Publications Office, 249 Armory Bldg., University of Illinois Graduate School of Library Science, Champaign, Illinois 61820 (ISSN-0073-5310; \$2.00, prepaid)

**Document Not Available from EDRS.**

Descriptors—\*Cataloging, Library Administration, \*Library Networks, Library Technical Processes, Program Evaluation, \*University Libraries

Identifiers—OCLC, \*Ohio College Library Center, \*Temple University  
Temple University began use of the Ohio College Library Center (OCLC) system in January 1972. Implementation involved the development of detailed processing operation procedures. A comparison of manual and automated procedures at Temple illustrated the difficulties of changing from one system to the other and of the automated system itself. Statistical reports of the program up to Spring 1975 showed the need to expand facilities with more computer terminals. Manual searching of proof slip files was shown to be faster than computer searching, but OCLC cataloging had a clear advantage over manual operations in all tasks except the preparation of instructions in original cataloging. Problems perceived in the OCLC system included the difficulty of projecting needed capacity and probable costs of the system and the need for specifying an appropriate governing structure to facilitate long-range planning. A 41-reference bibliography is appended. (KB)

**ED 131 844** 95 IR 004 226  
*Estevez, Roberto, Ed.*

**CVRP Patch Panel; the Newsletter of the California Video Resource Project. Volume Two, Number Two.**

San Francisco Public Library, Calif. Video Task Force.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date Oct 76

Note—20p.

Available from—CVRP Patch Panel, San Francisco Public Library, Civic Center, San Francisco, California 94102 (\$10.00 annual subscription)

Journal Cit—CVRP Patch Panel; v2 n2 Sept/Oct 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Cable Television, Indexes (Locators), Library Services, Periodicals, Production Techniques, \*Public Libraries, Television, \*Video Equipment, \*Video Tape Recordings  
Identifiers—\*California Video Resource Project, Library Services and Construction Act Title I

This issue of the California Video Resource Project's newsletter includes a review of the two and a half year history of videotape programming and education at the Pocatello Public Library and a discussion of power sources for portable videotaping equipment. Approximately 60 articles from the summer issues of 14 video magazines are listed in an index that is to become a regular newsletter feature. (KB)

**ED 131 845** 95 IR 004 227  
**CVRP Productions.**

San Francisco Public Library, Calif. Video Task Force.  
Spons Agency—Office of Education (DHEW), Washington, D.C.  
Pub Date 76

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Catalogs, \*Public Libraries, \*Video Tape Recordings  
Identifiers—\*California Video Resource Project, Library Services and Construction Act Title I

Some 16 videotape programs produced by the San Francisco based California Video Resource Project (CVRP) in 1975-76 are cataloged. Listings, which include the length of the program, its purchase price, and a brief content description, are presented in three categories: entertainment, information, and public libraries. The first category subsumes four tapes on San Francisco people and events. The second group includes a four-program series about the CVRP and an interview with Dr. Robert Thornton, a black science educator. The public libraries tapes describe local library programs including services to the hearing impaired. (KB)

**ED 131 846** IR 004 229  
*Capshaw, Ron, Ed.*

**Regional Conference on Libraries (Oklahoma City, Oklahoma, November 3, 1975).**

Spons Agency—Oklahoma State Dept. of Libraries, Oklahoma City.  
Pub Date 76

Note—54p.; Addendum will be marginally legible due to quality of original

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Conference Reports, \*County Libraries, \*Libraries, Library Services, Public Libraries, \*Statewide Planning  
Identifiers—\*Oklahoma

On November 3, 1975, a Regional Conference on Libraries was convened by the Association of Central Oklahoma Governments to make recommendations for library improvement based on perceived local needs. Four workshops had been held before the Conference in Logan, Canadian, Cleveland, and Oklahoma Counties. Recommendations from those workshops were reviewed at the regional meeting. Five resolutions were unanimously approved: (1) to support proposed legislation that would increase the ceiling mill levy for libraries and remove restrictions on inter-county library services, (2) to conduct an information campaign in Canadian and Logan Counties on full service libraries, (3) to support Logan and Canadian Counties joining some kind of library system, (4) to increase the cooperation and coordination between Oklahoma County and Pioneer Multi-County libraries, and (5) to create a statewide or areawide library card. (KB)

**ED 131 847** 95 IR 004 230  
**Libraries. Options in Education, Program No. 35.**

George Washington Univ., Washington, D.C. Inst. for Educational Leadership; National Public Radio, Washington, D.C.  
Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
Pub Date 76

Note—26p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Educational Radio, \*Libraries, Library Role, National Libraries, Public Libraries, School Libraries, \*Scripts  
Identifiers—Library of Congress, Options in Education

This transcript for the National Public Radio's weekly program "Options in Education" concerns American libraries and their patrons. Several interviews provide descriptions of the Library of Congress, an explanation of copyright regulations and the challenges of photocopying, and a personal view of the role of lobbyist for the American Library Association. A number of children discuss their selections of library materials, and the Director of the New York Public Library discusses its financial situation. (KB)

**ED 131 848** IR 004 231  
*Goodman, Ellen Gustavson, Fran*

**Toys That Care; Non-Sexist Teaching Aids, Pre-School-Adult.**

Pub Date 76

Note—21p.

Available from—Toys That Care And Other Items, Inc., P.O. Box 81, Briarcliff Manor, N.Y. 10510 (\$2.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Career Education, Catalogs, \*Instructional Materials, Sex Education, Sex Stereotypes, \*Toys

Toys and educational materials that avoid sex stereotyping are cataloged. Black-and-white photographs of the materials accompany written descriptions and prices. Books, posters, games, puzzles, costumes, dolls, and construction sets are included. Many items intended for classroom use are listed, including career and sex education materials. (KB)

**ED 131 849** IR 004 232  
**Plan for Progress in the Media Center; District and AEA. Guidelines for the Establishment of Flexible Parameters for District and Area Education Agency Media Services.**

Iowa State Dept. of Public Instruction, Des Moines. Educational Media Section.  
Pub Date 76

Note—44p.; For related documents see ED 033 588; 077 192; and 101 739

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Audiovisual Centers, \*Audiovisual Programs, Facilities, Guidelines, \*Instructional Materials Centers, Management, Personnel, School Libraries, \*State Programs  
Identifiers—\*Iowa

To support school media centers and services in Iowa, guidelines for the development of district and area education agency (AEA) media programs are proposed. The complementary roles and functional responsibilities of the school districts, the regional AEA's, the State Department of Public Instruction Media Program, and higher education in Iowa are distinguished. Recommendations are made for appropriate qualifications for district and area media directors and for minimum staffing patterns. Mandated production, acquisition, access, and delivery services are explained and specifications for appropriate media collections are proposed. A table displays square footage space recommendations for media centers. A 21-reference bibliography is included. (KB)

**ED 131 850** IR 004 233  
**Children and Advertising: A Bibliography. Working Draft.**

Council of Better Business Bureaus, Inc., New York, N.Y.  
Pub Date 76

Note—22p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Bibliographies, \*Children, Consumer Education, \*Publicize, Socialization, \*Television Commercials

Identifiers—Childrens Advertising Review Unit Some 248 books, articles, speeches, statements, and testimonies concerning the effects of televi-

sion advertising on children are listed. Material that relates primarily to the effects of television program content is not included. The listing is alphabetical by author. All items were published between 1945 and 1975, with the majority published in the 1970's. (KB)

**ED 131 851**

IR 004 234

**A Planning Document on the Structure and Responsibility of Libraries in the State of Michigan: A Five Point Plan for Financing Responsible Library Reform in Michigan.**

Michigan State Dept. of Education, Lansing, Bureau of Library Services.

Pub Date [76]

Note—45p.; For a related document see ED 070 486

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Financial Policy, Libraries, Library Expenditures, Library Services, Master Plans, \*Public Libraries, Regional Planning, \*Statewide Planning, University Libraries

Identifiers—\*Michigan

Over the last five years Michigan has worked on a comprehensive library services plan. A review of the goals, organization, and financing of local public libraries, existing system libraries, and college and university libraries suggested a number of changes to be mandated through two pieces of proposed legislation. One proposed bill encouraged affiliation of local libraries with their county library, standardized local governing boards, and mandated services to all county residents regardless of governmental affiliation by all libraries within a county. The State Board for Libraries was given responsibility for setting goals and objectives for local and system libraries. Various state aid provisions were specified, including use of penal fines as a deduction from the balance between local tax and state aid equalization for libraries. The proposal also mandated a single system where two system libraries exist within a single county, and it restricted state aid and system grants to system activities, and encouraged system libraries to operate in regional affiliations. The second piece of proposed legislation allocated funds for data collection on the planning and funding of public college and university libraries in the state and for the establishment of a centralized access office for Michigan academic libraries. (KB)

**ED 131 852**

IR 004 235

**An Ascertainment Handbook for Public Broadcasting Facilities.**

Corporation for Public Broadcasting, Washington, D.C.

Pub Date Oct 76

Note—80p.

Available from—Corporation for Public Broadcasting, 1111 16th Street, N.W., Washington, D.C. 20036 (no charge)

**Document Not Available from EDRS.**

Descriptors—Broadcast Industry, \*Community Involvement, \*Data Collection, \*Educational Radio, Federal Legislation, Guides, \*Public Television, Questionnaires, Television Surveys

Identifiers—Federal Communications Commission, Public Broadcasting

This handbook endeavors to provide information and advice to noncommercial broadcasting stations on how to perform ascertainment studies in conformance with Federal Communications Commission (FCC) regulations. Additional suggestions are made to enable stations to obtain depth information about community needs, wants, and interests. The following sections are included: (1) scope, organization, and demographics; (2) community leader survey; (3) ascertainment questionnaire of the community; (4) conducting the general public survey; interviewer procedures and data processing; (5) ascertainment of the general public by other methods; (6) ascertainment by public radio; and (7) plan for ascertainment data utilization. Appendixes contain relevant FCC requirements and checklists. (EMH)

**ED 131 853**

95

IR 004 236

**Seminar on Media in Manpower Development and Training Act Programs. Final Report. Part One.**

Educational Media Council, Inc., Washington, D.C.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Manpower Development and Training; National Center for Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Grant—OEG-0-71-4690(335)

Note—56p.; For a related document see IR 004 233

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Audiovisual Aids, \*Career Education, \*Instructional Media, Management, \*Manpower Development, Multimedia Instruction, Production Techniques, Seminars

Identifiers—\*Manpower Development and Training Act

A seminar on media and the Manpower Development Training Act focused on the following aspects of media applications: (1) the expected outcomes for using media in career education, (2) appropriate materials and equipment to achieve indicated goals, (3) fundamentals of effective media use, (4) techniques for local production of materials, (5) criteria for purchase decisions, and (6) sources of additional information. Included are the complete texts of 22 speeches delivered at the seminar. (EMH)

**ED 131 854**

95

IR 004 237

**Seminar on Media in Manpower Development and Training Act Programs. Final Report. Part Two; Appendices A through G.**

Educational Media Council, Inc., Washington, D.C.

Spons Agency—Bureau of Adult, Vocational, and Technical Education (DHEW/OE), Washington, D.C. Div. of Manpower Development and Training; National Center for Educational Technology (DHEW/OE), Washington, D.C.

Pub Date Aug 72

Grant—OEG-0-71-4690(335)

Note—32p.; For a related document see IR 004 236

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Annotated Bibliographies, Audiovisual Aids, Career Education, \*Instructional Media, \*Manpower Development, Seminars

Identifiers—Manpower Development and Training Act

As an appendix to a conference report on media and the Manpower Development Training Act, this volume includes the following items: (1) letter of invitation, (2) list of participants, (3) agenda, (4) annotated bibliography on instructional media and vocational education, (5) letter of invitation to commercial media producers, (6) bibliography of materials on adult basic education, and (7) participant evaluation questionnaire. (EMH)

**ED 131 855**

IR 004 238

**Murray, John P., Kippax, Susan  
Television Diffusion and Social Behaviour in Three Communities: A Field Experiment. Television and Socialisation Research Report No. 5.**

Report No.—TVS-1976/5

Pub Date Aug 76

Note—30p.; For a related document see IR 004 239

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Adults, Children, \*Diffusion, Mass Media, Media Research, \*Social Behavior, Television, \*Television Viewing

An experiment was conducted to evaluate the impact of television viewing on three communities with differing amounts of exposure to television—one community with five years of experience, one with one year of experience, and one with no television experience. An attempt was made to interview half of the families in each town with children under the age of 12, with the intention of evaluating the following: (1) the nature of their television viewing experience, (2) the importance of television relative to other media, and (3) television's impact on their daily activities. Data were collected on viewing patterns, program preferences, taste, quality, perceived effects, importance relative to other media, day-to-day activity patterns, and the function of television. Results showed that television is a major change agent in patterns of daily life. Responses from the community with high television experience were more critical of the effects of television and rated its importance lower than the responses from the community with low experience. Questionnaires and data summaries are not included. (EMH)

**ED 131 856**

IR 004 239

**Beyond Entertainment: Television's Effects on Children and Youth. Television and Socialisation Research Report No. 1.**

Report No.—TVS-1976/1

Pub Date 76

Note—29p.; For a related document see IR 004 238

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Behavioral Science Research, \*Children, Literature Reviews, Media Research, Programming (Broadcast), Prosocial Behavior, \*Television, Television Viewing, \*Violence

Recent worldwide studies on the viewing habits of children emphasize the large amount of time spent viewing television and the potential influence that television has to shape the behavior of children. Extensive research has investigated the short and long term effects of viewing television violence, and the results, though complex, suggest that children do learn interpersonal behaviors by observing models presented in television programs. Combined with some fundamental principles of social learning, these findings have led to the design and production of interventions aimed at promoting specific educational and social skills. Results of using such interventions show that social behavior can be enhanced by exposure to appropriate role models via television programming. (EMH)

**ED 131 857**

IR 004 241

Summit, Roger K., Firschein, Oscar

**Investigation of the Public Library as a Linking Agent to Major Scientific, Educational, Social and Environmental Data Bases. Two-Year Interim Report.**

Lockheed Research Lab., Palo Alto, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LMSD-D-502395

Pub Date Oct 76

Note—117p.; For related documents see ED 119 689, 122 738, and IR 004 241-243

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Computer Programs, Costs, Data Bases, \*Information Retrieval, Library Reference Services, \*Library Research, Library Services, \*On Line Systems, Program Evaluation, Publicize, \*Public Libraries

Identifiers—Lockheed DIALOG, \*Project Dialib

Eight public libraries participated in a two-year experiment to investigate the potential of the public library as a "linking agent" between the public and the many machine-readable data bases currently accessible using on line computer terminals. The investigation covered users of the service, impact on the library, conditions for successful use of on line reference services, and financial and marketing aspects of such a service. It was found that: (1) the public library can be an effective provider of on line retrieval services, (2) allocation of reference service staff time is one of the most important factors in the success of the service, (3) on line searchers must complete some "critical mass" of searches each month to maintain their search skills, (4) the attitude of the head reference librarian affects the speed and efficiency of the service, (5) there is a segment of the public that is willing to pay for on line searches, and (6) provision of an on line search service does not in the short term alter the public image of the library. (JY)

**ED 131 858**

IR 004 242

Ahlgren, Alice E.

**Investigation of the Public Library as a Linking Agent to Major Scientific, Educational, Social and Environmental Data Bases. Two-Year Interim Report. Annex I: Evaluation Results.**

Applied Communication Research, Stanford, Calif.; Lockheed Research Lab., Palo Alto, Calif.

Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LMSD-D-502595

Pub Date Oct 76

Note—216p.; For related documents see ED 119 689, 122 738, and IR 004 241-243

**EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.**

Descriptors—Costs, \*Information Retrieval, \*Library Research, Library Services, \*On Line Systems, \*Program Evaluation, \*Public Libraries, Search Strategies, Tables (Data)

Identifiers—Lockheed DIALOG, \*Project Dialib

Four public libraries participated in a two-year investigation of the provision of on line reference services in a public library setting. To evaluate the utility and cost of the service, data were collected about search statistics, usage patterns, costs, and impact on the library. This volume of the report contains the evaluation methodology.

extensive data tables, and a narrative summary of the evaluation results. (JY)

**ED 131 859** IR 004 243

*Summit, Roger K. Firschein, Oscar*

*Investigation of the Public Library as a Linking Agent to Major Scientific, Educational, Social and Environmental Data Bases. Two-Year Interim Report. Annex 2: Publicity Aspects.* Lockheed Research Lab., Palo Alto, Calif. Spons Agency—National Science Foundation, Washington, D.C.

Report No.—LMS-C-D-502595

Pub Date 1 Sep 76

Note—55p.; For related documents see ED 119 689, 122 738, and IR 004 241-242; Some figures may reproduce poorly due to quality of original

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Computer Programs, \*Information Retrieval, Library Research, \*On Line Systems, \*Publicize, \*Public Libraries

Identifiers—Lockheed DIALOG, \*Project Dialib

Project Dialib was a two-year investigation of the impact of on line information retrieval in a public library setting. This volume documents the efforts that were made to publicize the project and to promote the use of the service among library patrons. (JY)

**ED 131 860** 95 IR 004 244

*Gardner, Jeffrey Webster, Duane*

*Library Management in the 1970s: An Annotated Bibliography.*

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Contract—NIE-C-74-0027

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Administrative Organization, Annotated Bibliographies, Human Resources, \*Libraries, \*Library Administration, Library Research, \*Management, \*Organizational Change, State of the Art Reviews

In recent decades, new pressures have been placed on library management, including inflation, the proliferation of published materials, diversification in the demand for library services, and changing library staff expectations. Management approaches to these fundamental issues can be grouped into the following general categories: (1) management of human resources, (2) administrative systems and procedures, (3) research and development, and (4) organizational change. A definition is provided for each management category, possible applications are suggested, and an annotated bibliography is provided for each category. (EMH)

**ED 131 861** 95 IR 004 245

*Webster, William J.*

*The Evaluation of Instructional Materials.*

Stanford Univ., Calif. ERIC Clearinghouse on Information Resources.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—NIE-C-74-0027

Note—30p.; Figures 2 and 3 may be marginally legible due to print quality of original

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Annotated Bibliographies, Conceptual Schemes, \*Evaluation Methods, Formative Evaluation, \*Instructional Materials, Instructional Media, Material Development, \*Models, \*State of the Art Reviews, Summative Evaluation

A review of four models of instructional materials evaluation is presented to synthesize the state of the art of such evaluation. A model for evaluation is then developed which includes the following elements: (1) context evaluation and needs assessment, (2) input evaluation, (3) determination of resources, (4) program planning, (5) program implementation, and (6) applied research. The use of the model to evaluate the Targeted Achievement in Reading Program (TARP) in the Dallas Independent School District is discussed to show its application in a large urban school district. An extensive annotated bibliography on evaluation of instructional materials is included. (EMH)

**ED 131 862** IR 004 246

*Sfura, Paula*

*Technology with a Human Touch: TV in the Classroom.*

East Chicago City School District, Ind.

Pub Date 76

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Closed Circuit Television, \*Cultural Awareness, \*Educational Television, Elementary Education, Grade 4, Grade 5, Grade 6, \*Program Effectiveness, Student Attitudes, \*Teacher Attitudes, \*Teacher Participation, Video Tape Recordings

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Indiana (East Chicago), Multi Cultural School Experience Project

Despite initial high expectations for the impact of television on classroom teaching, quantitative studies conducted during the 1950's and 60's indicate that television instruction is not significantly different from conventional methods in its effect on student achievement. In 1972 the City School District of East Chicago, Indiana, introduced the Multi-Cultural Project, a curriculum intended to improve attitudes among racial and ethnic groups and to be delivered via closed circuit television and videotapes. During the first year of the program the entire burden of instruction was placed on the videotapes, resulting in student disinterest and teacher dissatisfaction. The second year witnessed several improvements, including a more stimulating format, student work packages, smaller group meetings, and the involvement of teachers in the instructional process. In the third and final year of the program, teachers were engaged in the planning and production process, and emphasis was placed on the interaction of all participants. The effectiveness of the program increased dramatically over the three-year period. (EMH)

**ED 131 863** IR 004 247

*Adoption of Instructional Materials; a Report to the Joint Legislative Budget Committee.*

California State Dept. of Education, Sacramento.

Pub Date 76

Note—8p.; Charts may be marginally legible due to type size of original

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Instructional Materials, \*State Departments of Education, \*Textbook Evaluation

Identifiers—\*California

Under current California law, instructional materials for grades one through eight must be adopted and selected before being printed or purchased and distributed to schools, a procedure known as the adoption cycle. A recent committee report recommended that the adoption cycle be reduced from 26 to 15 months. A review of the process revealed that the cycle could be reduced to 20 months through minor modifications of procedures; however, reduction to a 15-month cycle would require rethinking of present role relationships and statewide policy. Time/activity charts are provided. (EMH)

**ED 131 864** IR 004 248

*The California Education Information System (CEIS); a Report to the California Legislature as Required by Education Code Section 479.*

California State Dept. of Education, Sacramento.

Pub Date 76

Note—8p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Data Analysis, \*Data Processing, Financial Support, \*Information Systems, Management Information Systems, \*Pupil Personnel Services, State Programs, Student Records

Identifiers—\*California

Activities to date are summarized for the California Education Information System (CEIS), a data processing service which provides county and regional offices with a series of automated applications capable of meeting the majority of standard pupil and business information processing requirements. The following components are included: an outline of the system design; a brief historical background; summary figures on funding and expenditures; and data on utilization of CEIS and on distribution and implementation of processing packages. (EMH)

**ED 131 865** 95 IR 004 250

*Cooney, Joan Ganz*

*Quarterly Progress Report, April 1, 1976-June 30, 1976.*

Children's Television Workshop, New York, N.Y. Spons Agency—Office of Education (DHEW), Washington, D.C. Div. of Educational Technology.

Pub Date 76

Contract—300-76-0100

Note—41p.; Several figures will reproduce poorly due to quality of original

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Educational Television, Elementary Education, \*Media Research, Preschool Education, \*Publicize, Public Television, Reading Instruction

Identifiers—\*Childrens Television Workshop, Electric Company, Sesame Street

Quarterly activities are summarized for each of the following areas: (1) Sesame Street research, (2) Sesame Street production, (3) The Electric Company research, (4) The Electric Company production, (5) community education services, (6) public affairs, and (7) personnel. Activities are outlined within each section, and the public affairs section includes examples of newspaper articles and publicity releases. (EMH)

**ED 131 866** IR 004 251

*Presentation of Projects, 1975/76.*

Swedish Broadcasting Corp., Stockholm.

Pub Date 76

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Adult Education, Audiences, \*Children, \*Information Dissemination, Information Processing, Information Science, Mass Media, Media Research, Programming (Broadcast), \*Radio, Research Reviews (Publications), \*Television, Viewing Time

Identifiers—Sveriges Radio, \*Sweden

Research projects currently underway at the Audience and Programme Research Department of Sweden's Sveriges Radio are divided into four areas: studies of children, information studies, audience studies, and adult education studies. The focus of the ten projects being pursued by the children's group is on the effect of the broadcast media on children of various ages. The research concerns the perceptual and cognitive abilities of children, as well as the effects of various programming features. The ten information studies aim at investigating the preconditions for transmitting public information via radio and television and identifying the relative role of these media as sources of knowledge. The format and content of programs and the varying characteristics of audiences are of interest. Eleven audience projects seek to describe the size and composition of audiences and to explain program selection processes. Three adult education studies are being undertaken for the Committee for Radio and Television in Education (TRU), the National Board of Education, and the Swedish International Development Authority (SIDA). They aim to identify those who participate in various adult education classes. The report's appendix includes a statement of goals of the Sveriges Radio research department and a listing of 1974/75 studies. (KB)

**ED 131 867** IR 004 252

*Rigney, Joseph W. Lutz, Kathy A.*

*The Effects of Interactive Graphics Analogies on Recall of Concepts in Science. Technical Report No. 79, 1 January 1976-1 December 1976.*

University of Southern California, Los Angeles. Behavioral Technology Labs.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Report No—RR-042-06; USC-BTL-TR-46

Pub Date Aug 76

Contract—N00014-75-C-0838

Note—66p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—College Students, \*Computer Assisted Instruction, Computer Graphics, \*Concept Formation, \*Constructed Response, Higher Education, Interaction, Learning Theories, \*Recall (Psychological), \*Response Mode, Sciences

Identifiers—PLATO, \*Programmed Logic for Automated Teaching Operations

To study the effects of learner generated imagery on the learning of science material a series of three experiments were conducted. Interactive graphics using the plasma panel, a touch panel interface of the PLATO system, were used to simulate the topography and functions of a battery to teach elementary concepts in electrochemistry. Following a period of initial instruction, subjects either used the plasma panel to reconstruct their image of the battery, received verbal descriptions of the topography and functions to guide the creation of mental images of the battery's topography and functions, or played checkers. Interactive graphics were rated by students as the more interesting way to present information in science. When corrected for the effects of prior knowledge, mean scores on content tests were significantly higher for the interactive graphics group. The graphics were most effective during initial acquisition. Requiring students to reconstruct the graphic simulations after the initial lesson contributed less to verbal posttest performance. (KB)

**ED 131 868**

IR 004 270

*Willoughby, Deborah, Ed.***A Sourcebook on Radio's Role in Development. Information Bulletin Number 7.**

Spons Agency—Agency for International Development (Dept. of State), Washington, D.C. Bureau for Technical Assistance.

Pub Date Oct 76

Note—90p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Adult Education, Annotated Bibliographies, Communications, \*Developing Nations, Economic Development, \*Educational Radio, Elementary Secondary Education, Human Resources, International Organizations, \*Mass Media, National Programs, Nonformal Education, \*Radio

The international literature on radio's role in national development is represented by the 600 entries in this bibliography. In three sections, entries are classified by document type, by issues covered, and by strategies employed. Within these categories, entries are sub-divided by topic and arranged alphabetically by author's last name. Most items appear in more than one category. The majority of the entries are annotated; some are fully abstracted. Document sources, including complete addresses, are listed in a final section. (PF)

**JC****ED 131 869**

JC 760 420

**Training Program for Teachers of Technical Mathematics in Two-Year Curricula.**

Queensborough Community Coll., Bayside, N.Y. Spons Agency—New York State Education Dept., Albany, Div. of Occupational Education Instruction.

Pub Date Jul 76

Grant—VEA-76-2-132

Note—180p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—\*College Mathematics, Community Colleges, Curriculum Development, Engineering Technology, \*Junior Colleges, Mathematics Curriculum, \*Mathematics Instruction, \*Physics Instruction, Practical Mathematics, Technical Education, \*Technical Mathematics, Technology

This handbook is designed to assist teachers of technical mathematics in developing practically-oriented curricula for their students. The underlying assumption is that, while technology students are not a breed apart, their needs and orientation are to the concrete, rather than the abstract. It describes the nature, scope, and content of curricula in Electrical Technology, Mechanical Technology, Design Drafting Technology, and Technical Physics, with particular reference to the mathematical skills which are important for the students, both in college and on the job. Sample mathematical problems, derivations, and theories to be stressed in each of these curricula are presented, as are additional materials from the physics and mathematics areas. A frame of reference is provided through discussions of the careers for which technology students are being trained. There is also a section devoted to the development of reading and study skills and to general classroom management. (Author/DC)

**ED 131 870**

JC 760 619

*Sharpies, D. Kent And Others***Individually-Paced Learning in Civil Engineering Technology: An Approach to Mastery.**  
South Carolina State Board for Technical and Comprehensive Education, Columbia. Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 30 Oct 76

Grant—HES74-14568

Note—111p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Audiovisual Aids, Civil Engineering, Curriculum Development, \*Curriculum Evaluation, Educational Research, \*Engineering Technology, Individualized Instruction, \*Junior Colleges, \*Learning Modules, \*Mastery Learning, \*Performance Based Education, Teaching Methods, Technical Institutes

Identifiers—South Carolina Technical Education System

An individually-paced, open-entry/open-ended mastery learning approach for a state-wide civil engineering technology curriculum was developed, field-tested, and evaluated. Learning modules relying heavily on audiovisuals and hands-on experience, and based on 163 identified competencies, were developed for 11 courses in the curriculum. Written modules forming a linear progression through a series of related objectives were prepared by instructors from the South Carolina Technical Education System; alternate media forms were developed to supplement the written modules. Evaluation of the curriculum was accomplished through a pretest/posttest design comparing the individually-paced method and a lecture-based method. Subjects of the study were 250 male engineering technology students; 220 in South Carolina technical colleges and 30 in a North Carolina community college. Evaluation results indicated that the individually-paced students did relatively well in terms of cognitive achievement and outperformed the lecture-based students in terms of student exit behaviors. Students did not tend to procrastinate more in individually-paced courses than in lecture-based courses. Some disadvantages were noted; particularly the instructor/student ratio. Course-related and evaluation materials are appended. (Author/JDS)

**ED 131 871**

JC 760 628

*Cheek, William E.***Comparison of Traditional Instruction and Programmed Instruction in Chemistry.**

Pub Date 76

Note—166p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Academic Achievement, \*Chemistry Instruction, Community Colleges, Comparative Analysis, \*Conventional Instruction, \*Junior Colleges, \*Programmed Instruction, Reading Ability, Reading Level, \*Teaching Methods

A study was conducted to determine whether programmed instruction or traditional instruction in chemistry was more effective in terms of student preference, student achievement, achievement of students with low reading levels, and achievement of students with high reading levels. Two non-random groups of students with equivalent learning ability in chemistry were established. The total group was also divided according to reading level. Groups alternatively received traditional instruction and programmed instruction for each of five learning modules. Each group was pre-tested at the outset of each instructional module. Post-tests were administered at the conclusion of the modules and average gain scores were tabulated. Scores were also tabulated for the high and low reading groups. Findings of the study included: (1) no significant differences were found in achievement between the two methods of instruction; (2) approximately 60% of the subjects preferred programmed instruction while the remainder preferred traditional instruction; (3) there were no significant differences in achievement, according to teaching method, of high or low reading level students. It was recommended that students be given the option, when feasible, to choose either type of instruction. An extensive bibliography is appended. (JDS)

**ED 131 872**

JC 760 632

*Rowse, Nancy***Production of an Automated Lesson for Use on the Audio Visual Response System.**

Pub Date 12 Jun 76

Note—63p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Audiovisual Aids, Audiovisual Instruction, Community Colleges, \*Course Evaluation, Curriculum Development, \*Instructional Media, \*Junior Colleges, \*Teacher Developed Materials

Identifiers—Audio Visual Response System

The development, production, and evaluation of an automated lesson for use on the Audio Visual Response System (AVR System 400) is described in this paper. Establishment of learning objectives was the central focus of the lesson development process, followed by script development and the planning and design of illustrative materials. These materials were then incorporated into the AVR hardware for use with students. Evaluations, both formative and summative, were made of the resultant lesson. Peer and a hired consultant initially evaluated lesson content and objectives. Evaluation of the AVR lesson was completed by determining the effectiveness of the mode for transmitting information to students. It was noted that, while students generally enjoyed the automated lesson, almost all stated a preference for a teacher-lecture presentation. A bibliography and lesson development and production materials are appended. (Author/JDS)

**ED 131 873**

JC 760 633

*Silberman, Harry F., Ed. Ginsburg, Mark B., Ed.***Easing the Transition from Schooling to Work. New Directions for Community Colleges, Number 16.**

California Univ., Los Angeles. ERIC Clearinghouse for Junior Coll. Information.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—125p.

Available from—Jossey-Bass, Inc., Publishers, 615 Montgomery Street, San Francisco, California 94111 (\$5.00)

Journal Cit—New Directions for Community Colleges, v4 n4 Winter 1976

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Career Education, College Students, Community Colleges, Educational Trends, Employment, Foreign Countries, \*Junior Colleges, \*Post Secondary Education, Student Characteristics, \*Student Problems, \*Vocational Adjustment, Work Attitudes, \*Work Experience Programs

The transition from schooling to work has been recognized as a difficult one. As society has become more modernized, the problem of transition has become even more aggravated. American postsecondary education has a role to play in making this transition less difficult, and in integrating the educational process into the world of work. This sourcebook focuses on the problems associated with transition and suggests some possible facilitating steps that educational institutions, particularly community colleges, might take. The articles presented deal with the issues associated with school-to-work transition: alienation of young people, the need for affective career education, work experiences for youth, cooperative education, placement services and career development, international examples of school-to-work transition, and factors influencing the growth and decline of higher education. A review of additional pertinent literature and a bibliography are provided. Contributors include: Harry F. Silberman, Edward Wynne, Evan R. Keislar, Robert Meeker, Jane S. Permaul, Mark B. Ginsburg, James C. Taylor, Charles C. Healy, Paul E. Barton, David O'Shea, John N. Hawkins, Thomas J. LaBelle, Brooks Carder, Janet Lieberman, Marcia Freedman, Robert S. Bolan, Stephen J. Carroll, Peter A. Morrison, and Lewis C. Solmon (JDS)

**ED 131 874**

JC 760 634

*Parnell, Walter A., Jr.***Services to Explore the Feasibility of Defining Performance Outcomes of AA Degrees. Report to State of Florida Department of Education on DOE Project 740-190.**

Lake City Community Coll., Fla.

Spons Agency—Florida State Dept. of Education, Tallahassee.

Grant—DOE-740-190

Note—23p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Associate Degrees, \*Behavioral Objectives, Community Colleges, Educational

**Objectives, \*Junior Colleges, \*Performance Based Education, \*Performance Criteria**  
 Members of a task force from Lake City Community College met with task force members from the University of North Florida in order to examine the feasibility of defining performance outcomes for the Associate of Arts degree. Subsequently, a list of outcomes was formulated. Listed herein are fundamental qualities desired for all Associate of Arts graduates, each measurable against specified minimum standards. The performance outcomes are grouped in 10 areas of competency: (1) logical thinking; (2) communications skills; (3) reading; (4) writing; (5) computational skills; (6) physical, biological, and social science skills; (7) competencies in literature, philosophy, history, and religion; (8) knowledge of the physical and psychological self, and the self in social context; (9) an understanding of personal and cultural values; and (10) applied aesthetic skills. Additional competencies for the student having a declared major or clear career objective include achievement of a 3.0 grade point average and development of library research skills. Preparation of term papers and projects using library skills and other related competencies are suggested as is independent reading in anticipation of university courses. (Author/JDS)

**ED 131 875 JC 760 635**

*Carranza, Elihu*

**A Multicultural Studies Model for the Community College: A Report and a Position Paper.**

Pub Date Dec 76

Note—45p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Community Colleges, \*Curriculum Design, \*Curriculum Development, \*Ethnic Studies, Interdisciplinary Approach, \*Junior Colleges, \*Mexican Americans, Minority Groups, \*Models

Identifiers—Evergreen Valley College, San Jose City College

The Mexican-American Studies Curriculum at San Jose City College (California) was analyzed in order to determine appropriate means and purposes for implementing an interdisciplinary multicultural studies program for neighboring Evergreen Valley College. Results indicated that ethnic peoples face cultural conflict and isolation in contemporary North American society and that an environment that creates integrative experiences between the individual and his group is essential to the success of most Mexican-American students. A multicultural studies model comprising four curriculum stages was subsequently developed. Stages of the model focus on (1) skills, (2) core, (3) emphases, and (4) synthesis. A rationale for each stage and evaluation procedures for use with the model were developed. While the multicultural studies model was initially formulated for use in implementing a Mexican-American Studies program, it should be noted that it is equally applicable to other ethnic or cultural studies. Appended is a statement of Evergreen Valley's philosophy and goals, a description of courses and units appropriate to the suggested model, and an analysis of the district-wide Mexican-American studies curriculum. (Author/JDS)

**ED 131 876 JC 760 636**

*Purdy, Leslie*

**Who Takes National TV Courses?**

Pub Date 27 Oct 76

Note—16p.; Paper presented at the Annual Convention of the National Association for Educational Broadcasting, October 27, 1976

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Credit Courses, \*Drama, \*Educational Television, Humanities, Junior Colleges, Post Secondary Education, \*Student Characteristics, Surveys, Television Curriculum

Identifiers—\*Classic Theatre

Selected findings of a recent national study of participants in a televised college-credit drama course (Classic Theatre: The Humanities in Drama) are reported. Information was obtained through 24 institutions offering the course; through questionnaires administered to samples of students, faculty members, and administrators; and through site visits by researchers. Among the findings were: (1) average age of students taking the Classic Theatre course was 36 years; (2) 75% of the students were females; (3) 20% had completed one year of college, while 22% had

completed two years of college; (4) 72% had never previously taken a drama or literature course; (5) 74% of the students were employed full-time, and 18% were employed part-time; (6) 18% were housewives; (7) 11% reported that they were students; (8) 43% were simultaneously enrolled in on-campus courses; (9) 21.5% were taking other television courses at the same time; (10) over half of the participants reported satisfaction with the broadcast schedule; and (11) half of the students rated the televised course as being equally as difficult as a regular college course. Results of the study confirm the tremendous potential of high-quality television courses in providing a visual experience that no one local institution could hope to duplicate. (JDS)

**ED 131 877 JC 760 637**

**LACCD Grading Practices and Policies. Research Report 76-06.**

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Report No.—RR-76-06

Pub Date Dec 76

Note—24p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Community Colleges, Comparative Analysis, \*Educational Policy, Educational Trends, \*Grade Point Average, \*Grades (Scholastic), Grading, Institutional Research, \*Junior Colleges, Withdrawal Identifiers—Course Repetition, Incomplete Course Work

Grading policies and practices within the nine colleges comprising the Los Angeles Community College District (LACCD) were examined in order to analyze past and present grading policies and practices in each college and the district as a whole, to relate findings to statewide and nationwide grading practices, and to discuss possible future trends in grading practices and policies. Data analyzed were grades issued by LACCD colleges during the fall semesters 1966 through 1975. Official grading policy was determined through review of current and past college catalogs and faculty handbooks. Major findings were: (1) grade point averages (GPA's) had risen over the past 10 years from 2.24 to 2.64; (2) GPA's dipped for the first time in 10 years in the fall of 1975 (2.64) from fall 1974 (2.66); (3) total percentage of A's and B's awarded rose from 40.4% in 1966 to 57.2% in 1975; (4) total percentage of D's and F's declined from 18.8% to 10.6%; (5) only slight differences in distribution of grades was found between LACCD colleges; and (6) considerable diversity between colleges was found regarding grading policies. A number of factors were suggested as being associated with the rise in mean GPA across the LACCD. Recommendations for further study and for a clearer delineation of grading policies were made. Appended are summaries of LACCD policies on withdrawal, repetition of courses, and incomplete course work. (Author/JDS)

**ED 131 878 JC 760 638**

*Kerstine, Gene*

**Tutor Perceptions as an Agent for Policy Change.**

Pub Date 20 Dec 76

Note—30p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Community Colleges, \*Junior Colleges, \*Peer Teaching, Program Improvement, School Policy, Tutoring, \*Tutors

Identifiers—El Camino College

In order to improve the policies governing the El Camino College (California) Peer Tutoring Program, a survey instrument reflective of potential policy issues and concerns was constructed and then administered to the entire population of tutors (n=75) in order to learn their opinions concerning seventeen policies and conditions. The study design assumed that 51% or more of the tutors were in agreement with a given item on the survey, such would indicate that the policy issue reflective of the item was not worthy of review or consideration for change. It was also assumed that should a chi-square comparison of the responses of two sub-groups, tutor interns and peer tutors, prove to be significantly different in any item, priority would be given to the perceptions of the peer tutors, who are more experienced. Treatment of the data revealed that policies involving (1) tutorial meetings, (2) tutorial pay scales, (3) group tutoring, and (4) tutor training were deserving of review and possible revision or abandonment. Recommendations

concerning the policy development process governing these four aspects were made as well as implications and recommendations for tutorial policies at the regional and national level. A bibliography, the survey instrument, and tabulated data are appended. (Author/JDS)

**ED 131 879 JC 760 639**

**Fall 1975 Entering Students in Fall 1976: A Comparison of Continuing and Non-Continuing Students at the Beginning of Their Third Semester. Student Flow Project, Report No. 16.**

Hawaii Univ., Honolulu. Community Coll. System.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Nov 76

Note—35p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Age, \*Cohort Analysis, College Majors, Community Colleges, Demography, \*Dropout Rate, Educational Objectives, Grade Point Average, \*Junior Colleges, Longitudinal Studies, Marital Status, Part Time Students, \*Persistence, \*Student Characteristics

Identifiers—\*Hawaii

This document analyzes the characteristics of continuing and non-continuing students in Hawaii community colleges in fall of 1976, the third semester for the fall 1975 entering group. Analyses were made in terms of sex, age at time of entry, marital status, high school background, entry status, full/part-time status, educational objective, program, grade point average and credit completion ratio. Results indicated: (1) overall, the mean continuation rate was 64%; (2) significant differences in continuation rates between campuses existed; (3) males and females had identical continuation rates; (4) highest continuation rates were for those below age 19 at time of entry; (5) single students had higher continuation rates than married students; (6) new students had higher continuation rates than transfers; (7) full-time students had higher continuation rates than part-timers; (8) those seeking A. S. degrees and technology students had higher rates than those not in these categories; (9) students with grade point averages from 2.0 to 3.4 had higher continuation rates than other students; and (10) students with the highest credit-completion ratios had higher continuation rates than those with the lowest credit-completion ratios. Statistically significant differences in continuation rates were found for all characteristics studied except sex. (Author/JDS)

**ED 131 880 JC 760 640**

*Annas, Tommy Dean, Susan G.*

**Application and Enrollment Patterns of Transfer Students. Fall 1975. Report Number 6-76A.**

State Univ. of New York, Albany. Central Staff Office of Institutional Research.

Report No.—RN-6-76A

Pub Date Oct 76

Note—275p.

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—College Admission, College Students, Community Colleges, Educational Trends, \*Higher Education, \*Junior Colleges, Part Time Students, \*State Surveys, \*Statistical Data, \*Transfer Students

Identifiers—New York, \*State University of New York

A total of 27,320 transfer students were enrolled in the fall of 1975 at institutions in the State University of New York (SUNY) system. This represents a 3% increase over fall of 1974 for the same institutions. Of these transfer students, 64.6% were enrolled in senior institutions and 34.5% in two-year colleges, a distribution similar to those of previous years. The majority (58.2%) of transfer students originated from within the SUNY system. The most common type of transfer (33.6%) was transfer within SUNY from a two-year to a senior institution. The second most common type of transfer (20.5%) was transfer from institutions outside SUNY to a SUNY senior institution. The third most common type of transfer (17.8%) was transfer from institutions outside SUNY to a SUNY two-year institution. Eighty-eight tables are presented, organizing statistical data on transfers in the SUNY system as a whole, and in individual SUNY institutions. (JDS)

## 100 Document Resumes

**ED 131 881** JC 760 641

*McIntyre, Catherine E. Wales, Christy A.*  
*Evaluation of a Non-Traditional College: Costs and Effectiveness.*

Washington State Board for Community Coll. Education, Seattle. Research and Planning Office.

Pub Date Oct 76

Note—76p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—College Role, Community Colleges, Comparative Analysis, \*Cost Effectiveness, \*Delivery Systems, Educational Accountability, Educational Facilities, Evaluation, \*Expenditure Per Student, Experimental Colleges, \*Junior Colleges, Objectives, Program Effectiveness

Identifiers—\*Noncampus Colleges, \*Whatcom Community College

This document compares the operating effectiveness and costs associated with Whatcom Community College (WCC), a non-campus educational system, to estimated alternative costs of a traditional campus operation for WCC. Comparative data were obtained by using three other colleges as proxy institutions for a hypothetical campus-based WCC. Among the findings of the evaluation were: (1) WCC without a campus performed at least as well as a WCC with a campus in meeting the majority of its operating goals; (2) WCC without a campus did no better than its counterpart at assessing and meeting the needs of target groups; (3) educational services were adequately provided without a campus; (4) WCC without a campus spent 10% less per student and 6% less per course; and (5) one-third less in instructional costs per student was spent in the non-campus operation. Overall, WCC without a campus appeared to be doing at least as well as the average performance of other campus-based colleges. Appended are three WCC documents entitled: (1) WCC Looks at First Six Years; (2) Internal Mandates; and (3) How a College Without a Campus Plans to House its Services. Also appended are tabular data used in the study. (JDS)

**ED 131 882** JC 760 642

*Green, Sylvia N.*

*Implications of on-the-job Experience for the Curriculum for Library Technical Assistants at Pasadena City College.*

Pub Date 76

Note—190p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Community Colleges, Curriculum Development, \*Curriculum Evaluation, Employment Experience, \*Junior Colleges, Learning Modules, \*Library Education, Library Science, \*Library Technicians, On the Job Training, Professional Continuing Education, Questionnaires, Student Experience, \*Task Analysis

Identifiers—Pasadena City College

Reported are the results of a study undertaken to determine the extent to which library technical assistant students at Pasadena City College (California) brought previously learned skills from job experiences into the classroom and to ascertain whether the curriculum could be modified to minimize repetition of earlier experiences. Identification of continuing education needs of library employees was also attempted. Data were gathered by questionnaires and/or task checklists administered to currently enrolled students, former students, librarians and personnel directors in neighboring libraries, and to students enrolled in four other local community colleges. Results of the study indicated: (1) the present pattern of instruction requires some repetitive learning; (2) repetitive learning could be reduced through implementation of instructional modules; (3) continuing education needs of employed library assistants could be met through various existing courses and through additional courses; and (4) additional duties for satisfactory performance of library technical assistants, as identified by employers, should be incorporated into the curriculum. An extensive bibliography and study-related materials are appended. (Author/JDS)

**ED 131 883** JC 760 643

*Negotiator-for Community College and Technical Institute Trustees.*

Association of Community Coll. Trustees, Washington, D.C.

Pub Date [76]

Note—65p.

Available from—Association of Community College Trustees, 955 L'Enfant Plaza, S. W., Suite 1406, Washington, D. C. 20024 (\$3.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Collective Bargaining, Collective Negotiation, Community Colleges, \*Employer Employee Relationship, Governing Boards, Government Employees, \*Junior Colleges, Labor Legislation, \*Trustees, \*Unions

Compiled in this document are nine articles addressed to trustees on collective bargaining in two-year colleges. Titles include: (1) Alternatives to Collective Bargaining; (2) Are There Alternatives to Collective Bargaining?; (3) Trustee Involvement in Preparation for Community College Collective Bargaining With Faculty—A Case Study; (4) The Challenge of Alternatives to Collective Bargaining; (5) Compulsory Public-Sector Bargaining: The Dissolution of Social Order; (6) Collective Bargaining in Two-Year Institutions: Yesterday, Today, and Tomorrow; (7) Collective Bargaining and Community Colleges; (8) Compulsory Unionism: A Real and Present Danger; and (9) Establishing the Representation Unit for Negotiations. Contributors include: George R. Fellows, D. B. Leonardi, Richard A. Gardiner, Fred L. Matthews, Sylvester Petro, Robert H. Diday, John H. Metzler, Susan E. Staub, and Lee T. Patterson and Susan M. Crockett. (JDS)

**ED 131 884** JC 760 644

*Stevens, Mary A.*

*The Effectiveness of "Study Unlimited" in Serving New Student Populations in the Community.*

Pub Date 15 Nov 76

Note—63p.; Ed.D. Practicum, Nova University. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Community Colleges, Community Education, Demography, \*Extension Education, Instructional Media, Interinstitutional Cooperation, \*Junior Colleges, \*Outreach Programs, \*Public Libraries, \*Student Characteristics

Identifiers—Black Hawk College, Nontraditional Students, River Bend Library System (Illinois)

This study evaluates the effectiveness of Study Unlimited, an off-campus instructional program cooperatively offered at area public libraries by Black Hawk College and the River Bend Library System (Illinois), in serving "new" student populations (adults over 25, males employed full-time, housewives, ethnic minorities, and adults attending college part-time) by removing the barriers of time and location. Study Unlimited offers regular college credit courses on a variable-entry, self-paced basis by use of instructional media. Demographic characteristics of the Study Unlimited (SU) population are compared to those of the general college and the college district. Results show that SU students were older than the general college population, 82% of the SU students were part-timers, over 65% were employed, over 61% were married, over 46% were new to Black Hawk College, over 57% were females, and there were no racial/ethnic group differences in distribution between SU students and the general college population. While the SU students differed somewhat from the college district population, notably in terms of ethnic group membership, they were similar in terms of sex, employment, and marital status. A bibliography is appended. (JDS)

**ED 131 885** JC 760 645

*Sutherland, Alphonzo A.*

*A Survey of Faculty Attitudes Toward Participation in the Policy and Procedural Process at Los Angeles Community College Overseas (1976).*

Pub Date 30 May 76

Note—35p.; Ed.D. Practicum, Nova University

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Armed Forces, Community Colleges, \*Foreign Countries, Governance, \*Junior Colleges, Military Personnel, \*Part Time Teachers, \*Policy Formation, \*Teacher Attitudes, Teacher Participation

Identifiers—Los Angeles Community College Overseas

Los Angeles Community College Overseas (LACCO) operates educational programs for military personnel in Korea. Faculty are drawn from local resources; all are employed by LACCO on a part-time basis. Faculty interest in

participating in the policy making and procedural process of LACCO and their perceptions of problem areas were investigated through a survey questionnaire. Of 110 faculty, 34% responded. Results indicated that working conditions were most frequently identified as a faculty concern, student motivation and student quality were noted as problem areas as was inadequate definition of faculty role, and, although faculty were generally willing to participate in curricular reform, they were reluctant to become involved in LACCO policy making. Efforts to improve communication with the faculty and to reduce high faculty turnover are recommended. (JDS)

**ED 131 886**

*Frendahl, Bruce*

*Community College Architecture.*

Pub Date 22 Nov 76

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Architectural Character, Building Design, Campus Planning, Community Colleges, \*Educational Facilities, \*Flexible Facilities, \*Junior Colleges, \*School Architecture

While early community colleges were often located in abandoned high schools or hospitals, or in shared facilities with public schools, they have now come into their own, often in imaginative and innovative facilities. Community college design offers an opportunity for development of an environment that is complementary to the larger environment of which the college is an integral part. Actual practice has not always resulted in such environmental harmony. Yet, several colleges of design excellence can be noted, including Foothill College in California, Allegheny College in Pittsburgh, Miami-Dade College in Florida, Seward County College in Kansas, Pima College in Arizona, and Mount Vernon College in Washington, D. C. It appears that the future of the community college, in terms of design, will be closely associated with the concepts of flexibility and adaptability. The community college campus has always been changing and must continue to change in order to reflect new programs, ideas, and lifestyles of its students and the community. (Author/JDS)

**ED 131 887**

*Gell, Robert L. Munson, Ann*

*Report on Reports: A Study of the Cost of Completing Reports for External Agencies, Fiscal Year 1975-1976. OIRA Report No. 6-20.* Montgomery Coll., Rockville, Md. Office of Institutional Research.

Pub Date 30 Apr 76

Note—58p.; Some pages in Attachment IV are cropped at lower margin. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Community Colleges, \*Costs, \*Data Collection, Documentation, Educational Accountability, Federal Government, \*Junior Colleges, \*Reports, State Agencies, Technical Reports

Identifiers—\*External Agencies, Montgomery Community College

A survey was conducted throughout Montgomery Community College to gather information regarding the time spent by various units on the completion of reports for external agencies. Data were obtained for the actual reports filed between July 1, 1975 and April 1, 1976, and for the last three months of the fiscal year an estimate based on previous experience was made. Using a cost per manhour of \$8.00 as an average for the time spent by deans, administrators, clerks, and typists, it was calculated that in fiscal 1975-76, the college would spend at least \$131,048 or 16,381 manhours filling out reports for external agencies. This amount is roughly equal to eight full-time employees working all year on external reporting. External agencies requiring reporting included state agencies and boards, various federal agencies, national professional associations, accrediting agencies, and other postsecondary institutions. In the four attachments to this document, the costs of external reporting are summarized and are broken down by department or office, and the reports prepared for external agencies are itemized. For each report, the requesting agency, college office, man-hours, and costs are listed. (JDS)

**ED 131 888** JC 760 648

*Carter, Larry G.*

**Developmental Studies Project, Post-Secondary Disadvantaged. Final Report.**

Community Coll. of the Finger Lakes, Canandaigua, N.Y.

Spons Agency—New York State Education Dept., Albany. Div. of Educational Finance.

Pub Date 76

Grant—VEA-76-2-384

Note—46p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Academic Achievement, Community Colleges, \*Developmental Programs, English Education, \*Junior Colleges, \*Program Evaluation, Remedial Mathematics, \*Remedial Programs, Remedial Reading

Identifiers—Community College of the Finger Lakes

The PACE (Personalized Approach to College Education) program at Community College of the Finger Lakes was designed to provide basic academic skill development in reading, English, and mathematics for students with academic records in the bottom quartile of the entering freshman class. The program emphasizes student responsibility for learning and team teaching approaches. PACE goals and objectives for the overall program, and for teachers, students, and counselors are described in this document, followed by descriptive evaluative data on student achievement during the second year of the program's operation. All PACE students were pre- and post-tested in each academic area to ascertain the degree of their achievement in the PACE program. The following results are reported for students enrolled in the program in the second semester: (1) 68% of the students showed test score increases in English; (2) 55% showed increased mathematics scores; (3) 71% showed reading score increases; and (4) the dropout rate for PACE students for the year was 32%. Reports of outside evaluators of the PACE program are attached and a table showing outcomes for each of the PACE students is included. (Author/JDS)

**ED 131 889** JC 760 649

*Corley, Diana*

**Community College Forensics Programs in Illinois.**

Pub Date 76

Note—5p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Budgets, \*Cocurricular Activities, Community Colleges, \*Debate, Faculty Advisors, \*Junior Colleges, \*State Surveys

Identifiers—\*Forensics, Illinois

Information on participation, funding, and administration of forensics programs at state-supported community colleges in Illinois was sought through surveying all 37 state-supported community colleges. Responses were received from 20 (54%) of the schools surveyed. Results of the study indicated: (1) about one-third of the state-supported community colleges in Illinois reported having an active forensics program; (2) intercollegiate competition in individual events was more frequent than debate competition both in terms of student participation and number of tournaments attended annually; (3) competition occurs against both two and four-year schools, mainly in the midwest; (4) some workshops are scheduled as part of the forensics experience; (5) average forensics budgets were \$4,499 annually; (6) compensation for coaches included both released time and monetary compensation; and (7) most of the schools surveyed anticipated more growth in their forensics programs in the future. (Author/JDS)

**ED 131 890** JC 760 650

*Lees, Virginia G.*

**Factors that Community College Students Look for in Instructors—A Study of Criteria Used in Teacher Selection.**

Pub Date 76

Note—117p.; Ed.D. Dissertation, Nova University

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*College Faculty, Community Colleges, \*Effective Teaching, \*Junior Colleges, Questionnaires, Student Attitudes, Student Evaluation of Teacher Performance, \*Student Opinion, Student Teacher Relationship, \*Teacher Characteristics

A study was conducted to determine the factors that students at Pensacola Junior College (Florida) look for in instructors as they attempt to choose "good" teachers in the process of re-

gistration for classes. Data for the study were obtained through the administration of an open-ended questionnaire to 345 students enrolled in day-time credit courses. A total of 1,894 factors were identified by those surveyed. These factors were subsequently collapsed into more general categories and subcategories for purposes of manageable analysis. The three most frequently identified important factors in choosing a good instructor were: (1) teacher is willing to help students; (2) what other students say about the teacher; and (3) teacher explains clearly so students can understand. Least frequently identified as important factors were: (1) size of class; (2) race of teacher; (3) teacher's rank; (4) geographic background of teacher; and (5) the location of the class. A profile of desirable instructor characteristics was constructed and is appended, as are an extensive bibliography, the survey instrument, and survey data in tabular form. (Author/JDS)

**ED 131 891** JC 770 001

*Doty, Charles R., Ed. Gepner, Ronald, Ed.*

**Post-Secondary Personnel Development. Volume 1.**

Mercer County Community Coll., Trenton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 30 Jun 76

Note—496p.; Proceedings of the National Conference on Personnel Development for Post Secondary Vocational and Technical Education Programs of Less than Baccalaureate Degree (St. Louis, Missouri, January 18-21, 1976)

**EDRS Price MF-\$1.00 HC-\$26.11 Plus Postage.**

Descriptors—Administrative Personnel, College Faculty, Community Colleges, \*Conference Reports, Faculty Evaluation, Inservice Teacher Education, \*Junior Colleges, Part Time Teachers, \*Post Secondary Education, Preservice Education, \*Staff Improvement, \*Teacher Improvement, \*Vocational Education Teachers

Compiled in this document are papers presented at a conference on personnel development in postsecondary vocational and technical education programs of less than baccalaureate degree. The conference resulted from a recognition of the problem of employing technically competent, yet unprepared to teach, persons from business and industry. Topics of the papers include: (1) Personnel Development as a Priority; (2) Notes on Personnel Development Programs; (3) Attitudes of a New Community College Instructor; (4) Role of Faculty Development in Two-year Postsecondary Institutions; (5) Court Decisions Affecting Teacher Evaluation; (6) Faculty Evaluations—What Do They Mean?; (7) Faculty Evaluation in Community Colleges; (8) A Model for Implementing Competency-Based Programs; (9) An On Campus Teaching Consultant; (10) Maximum Effectiveness: Staff Development; (11) Preparing Postsecondary Faculty Members through Preservice Programs; (12) Faculty Development in the Community College; (13) Adjunct Occupational Instructors; (14) Teaching Strategies for Postsecondary Institutions; (15) Technical Upgrading of Instructors; (16) Nontraditional Students; and (17) Career Development of Administrators. Six conference group reports and extensive annotated bibliographies complete the document. (JDS)

**ED 131 892** JC 770 002

*Doty, Charles R., Ed. Gepner, Ronald, Ed.*

**Post-Secondary Personnel Development. Volume 2.**

Mercer County Community Coll., Trenton, N.J.

Spons Agency—New Jersey State Dept. of Education, Trenton. Div. of Vocational Education.

Pub Date 30 Jun 76

Note—338p.; Proceedings of the National Conference on Personnel Development for Post Secondary Vocational and Technical Education Programs of Less than Baccalaureate Degree (St. Louis, Missouri, January 18-21, 1976)

**EDRS Price MF-\$0.83 HC-\$18.07 Plus Postage.**

Descriptors—College Faculty, Community Colleges, Conference Reports, \*Inservice Teacher Education, \*Junior Colleges, Part Time Teachers, \*Post Secondary Education, \*Program Descriptions, Staff Improvement, \*Teacher Improvement, \*Vocational Education Teachers

Personnel development programs for postsecondary vocational and technical faculty in selected postsecondary educational institutions in several states are identified and described according to the following criteria: (1) objectives of the

program; (2) organization of the program; (3) cost of the program; (4) motivation of staff; (5) pedagogical skills emphasized; (6) technical content emphasized; (7) constraints on the program; (8) the evaluation process; and (9) program changes needed. Programs at 25 colleges in 17 different states are described. The programs are institutional programs in continuous operation, not departmental or for special groups. Each is focused on upgrading the teaching skills of technically competent, yet pedagogically unprepared, persons from business and industry who are instructors in vocational and technical education in community colleges and technical institutes. (Author/JDS)

**ED 131 893**

JC 770 003

**Community Education: Final Report. A Position Paper Presented to the State Board for Community College Education.**

Washington State Board for Community Coll. Education, Olympia. Advisory Council on Community Coll. Planning.

Pub Date 29 Nov 76

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Adult Education, Community Colleges, \*Community Education, Community Schools, Community Services, Educational Finance, Extension Education, \*Institutional Role, Interagency Cooperation, \*Interinstitutional Cooperation, \*Junior Colleges, \*School Community Relationship, Statewide Planning Identifiers—Washington

A conceptual basis within which all sponsors of community and continuing education can cooperate is proposed in this paper. Such cooperative agencies would include community colleges, school districts, community park and recreation departments, YWCA's, YMCA's, public and private four-year institutions, vocational-technical institutes, and all other sponsors of community education. Definitions of such terms as community education, continuing education, extension, community service courses, and community schools are included. The historical perspective and contemporary demand for community education are discussed. The roles of the various sponsors of community education are outlined with gaps and overlaps in service delivery identified. Funding practices are also reviewed. The final section of this document includes numerous recommendations as to the role of the community college in the delivery of community education programs. The need for cooperative effort with other community education related agencies is particularly stressed. (Author/JDS)

**ED 131 894**

JC 770 004

*Pitman, John C. Rigsbee, Sam*

**Comprehensive Planning and Staff Training for Community College Personnel (State and Local Level) for the State of North Carolina.**

National Lab. for Higher Education, Durham, N.C.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 31 Oct 72

Grant—CG-4271-A/O

Note—126p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Change Agents, Change Strategies, Community Colleges, Demonstration Projects, \*Educational Development, \*Junior Colleges, \*Leadership Training, Program Effectiveness, Program Evaluation, \*Team Training Identifiers—Educational Development Teams

This three-phase project sought to ascertain the effectiveness of cross-divisional Educational Development Teams (EDT's) as residential change agents for program planning and development. Staff of 14 North Carolina community colleges and technical institutes were trained for roles as change agents. Developmental or remedial programs for non-traditional students were selected as targets for the development of EDT plans at each institution. Project evaluation included analyses of the EDT plans developed and the attainment of plan objectives, and case studies at seven of the participating institutions to determine how the EDT construct was perceived by college administrators. Results indicated that the team change agent strategy for educational development was viable. However, EDT's whose membership included those with higher decision-making positions had markedly greater success in achieving their plan objectives than did those

with lower positions. Decision-making level rather than collegiate responsibility appeared to be the most important factor in EDT success. On the basis of the findings, a revised EDT model for planned change is recommended. EDT plans submitted by participating institutions are appended. (JDS)

**ED 131 895**

JC 770 005

*Rice, Gary Alan***Implementing a Resource Requirements Prediction Model in Community Colleges.**

Pub Date 74

Note—208p.; Ph.D. Dissertation, Washington State University

Available from—University Microfilms, P. O. Box 1764, Ann Arbor, Michigan 48106 (Order No. 74-16,391, MF \$7.50, Xerography \$15.00)

**Document Not Available from EDRS.**

Descriptors—Community Colleges, \*Computer Programs, \*Costs, Estimated Costs, \*Junior Colleges, Management Information Systems, \*Models, \*Prediction, Resource Allocations, Simulation

Identifiers—Resource Requirements Prediction Model, Washington

The purposes of this study were to determine what characterizes a useful cost estimating model at the community college level, to implement at a community college the Resource Requirements Prediction Model 1.6 (RRPM) developed by the National Center for Higher Education Management Systems, to identify problems associated with implementation and evaluate the strengths and weaknesses of the model's operation, and to study the feasibility of its implementation for a state two-year college system. The project was conducted in the State of Washington at an unnamed community college which was assumed to be representative of other state two-year institutions. It was concluded that the computer-based long-range prediction model was an efficient, flexible, accurate, and economical way of simulating a variety of alternative conditions. While some limitations of the cost prediction model were found—notably in the ability of the RRPM to handle inflation costs—overall the strengths of the RRPM outweighed any discovered limitations. Relative ease of usage, its low cost, and associated output benefits make the RRPM a technically feasible and advantageous option for the community colleges in the state. (Author/JDS)

**ED 131 896**

JC 770 006

*Johnson, Bill, Ed.***Adult Basic Education Instructional Materials Guide.**

Des Moines Area Community Coll., Ankeny, Iowa.

Pub Date Jun 76

Note—239p.

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

Descriptors—\*Adult Basic Education, Annotated Bibliographies, Community Colleges, English (Second Language), English Education, High School Equivalency Programs, \*Instructional Materials, \*Junior Colleges, Mathematics Materials, Programmed Materials, Reading Materials, Remedial Instruction, \*Resource Guides, \*Textbook Evaluation, Textbooks

This Adult Basic Education (ABE) instructional materials guide was prepared by faculty members of Des Moines Area Community College to provide information about instructional materials in reading, language, and mathematics to teachers in ABE, General Educational Development, and English as a Second Language (ESL) programs. Each entry in the guide describes a text or worktext in terms of its identity, format, content, applicability, and level or category. Additionally, objective evaluative comments are included to allow the user to make decisions about the suitability of individual materials. Entries in the guide are grouped in major sections by area (reading, language, mathematics, ESL). Within each major section, the entries are grouped by level or category, with an explanation of these levels and categories given in the introduction to each section. Entries are arranged alphabetically by publisher within each section. An index is included at the end of the guide to enable instructors to locate materials for specific skills or topics. Each entry is keyed to the index by number. This guide is not intended to be comprehensive but is intended to be used in the pre-selection of instructional materials to

serve the needs of various students and teachers. (Author/JDS)

**ED 131 897**

JC 770 007

**Academic Crossover Report, Community Colleges, Fall 1976.**

Hawaii Univ., Honolulu. Community Coll. System.

Report No.—CC-IRP-95

Pub Date Dec 76

Note—34p.; Pages 9 through 43 of the original document, consisting of computer printouts of the data by individual campus, have been deleted due to poor reproducibility. Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*College Majors, Community Colleges, \*Courses, \*Enrollment, Enrollment Trends, \*General Education, \*Junior Colleges, Liberal Arts Majors, \*Vocational Education

Identifiers—Hawaii

Patterns of course distribution by subject areas and of courses taken by various majors are described in this report on Hawaii community colleges. Distribution of courses by major indicates: (1) liberal arts majors are the largest consumers of general education—66% of all Student Semester Hours (SSH) generated in general education are taken by liberal arts students; (2) vocational majors and unclassified students are taking 28% and 4%, respectively, of the SSH generated in general education; (3) vocational students take 80% of the vocational courses; (4) liberal arts majors and unclassified students take 14% and 4%, respectively, of all SSH generated in vocational education. In terms of student educational objectives, certificate students are taking 71% of their work in vocational courses, Associate of Arts students take 89% in general education, Associate of Science students take 59% in general education courses, and special and unclassified students take 64% in general education. The patterns of SSH taken by majors has remained stable over the past five years. The total number of SSH has declined slightly from that of the previous year. (Author/JDS)

**ED 131 898**

JC 770 008

*Wood, Stephen C.***Profile Characteristics of Students Enrolled in Community Services Classes, Spring 1976.**

Los Angeles Community Coll. District, Calif. Div. of Educational Planning and Development.

Pub Date Nov 76

Note—69p.; Appendix may be marginally legible due to quality of original

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Adult Education, Community Colleges, Community Education, \*Community Service Programs, \*Demography, \*Junior Colleges, \*Noncredit Courses, \*Student Characteristics, Surveys

Identifiers—Los Angeles Community College District

A survey was distributed and administered to community service classes at the nine member colleges of the Los Angeles Community College District during March of 1976 in order to obtain information on the demographic characteristics of enrollees. Results indicated: (1) 73.7% of the enrollees were female; (2) there was a wide range in participating age groups, with the largest percentage (22.3%) in the 26-35 year old range; (3) 51.4% of the respondents were married; (4) 24.9% of the respondents listed their occupations as professional, followed by 22.2% who listed themselves as homemakers; (5) the educational level most commonly attained by respondents was high school completion; (6) 39.7% of the respondents worked at least a 40-hour week; (7) 35.8% indicated no employment; (8) 62.2% were caucasian; (9) 36.4% received information on the community service class by word of mouth, while 17.8% gained information through a brochure. The diversity of the population served was the most outstanding feature of the students enrolled in classes of the community services program. District-wide graphic data is included and narrative information relevant to the individual colleges is provided. (Author/JDS)

**ED 131 899**

JC 770 009

*Baker, Curtis O. Wells, Agnes Q.***Associate Degrees and Other Formal Awards Below the Baccalaureate, 1972-73 and 1973-74.**

Summary Data.

National Center for Education Statistics (DHEW), Washington, D.C.  
Report No.—NCES-76-101

Pub Date 76

Note—95p.; Not available in hard copy due to small type size

Available from—Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (\$1.55)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Associate Degrees, College Majors, Community Colleges, Degrees (Titles), \*Educational Certificates, Females, \*General Education, Intellectual Disciplines, \*Junior Colleges, Males, Statistical Data, Technical Education, \*Vocational Education

Included in this publication are summary data on associate degrees and completion of occupational curricula and other programs below the baccalaureate level in the following areas: (1) arts and science or general programs not organized as occupational curricula; (2) science-related or engineering-related organized occupational curricula at the technical or semiprofessional level divided by subject field designation; (3) non-science-related and non-engineering-related curricula at the technical or semiprofessional level divided by subject field designation; and (4) organized occupational curricula below the technical or semiprofessional level. Data are organized into extensive tables by type and control of institution, type and length of curriculum, type of credit and award, sex of student, and state. (Author/JDS)

**ED 131 900**

JC 770 010

*Fitch, Naomi***Feasibility Study for Expansion of Child Development Center.**

San Joaquin Delta Coll., Stockton, Calif.

Pub Date 1 Nov 76

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Budgets, \*Child Care Centers, \*Child Development Centers, Community Colleges, Costs, \*Facilities, Facility Expansion, \*Feasibility Studies, \*Junior Colleges

Identifiers—San Joaquin Delta College

This document contains recommendations and the rationale for expansion of existing child care development center facilities at San Joaquin Delta College. Such expansion, in addition to providing immediate child care to children of parents enrolled at the college, would provide vocational training and in-service training opportunities, and would provide a learning laboratory for classes both within the college and from other institutions. Alternative facilities, with an on-campus location preferred, are described. It is proposed that the facility charge for its services on a sliding scale basis. Additional funding could be anticipated from internal college sources and from external agencies. A projected itemized operating budget is included as is a list of other colleges with child care facilities. Summary information on organization, staffing, and operating budgets of child care centers at 11 other California community college campuses is attached. (Author/JDS)

**ED 131 901**

JC 770 011

**Final Quarterly Enrollments, Academic Year 1975-76. Operations Report No. 13.**

Washington State Board for Community Coll. Education, Olympia.

Pub Date Nov 76

Note—81p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Community Colleges, Community Service Programs, Demography, \*Enrollment, \*Enrollment Trends, General Education, \*Junior Colleges, \*State Surveys, \*Statistical Data, Student Characteristics, Vocational Education

Identifiers—Washington

This publication is intended to provide an accurate and current compilation of data on student enrollments in Washington community colleges for the academic year 1975-76. Historical enrollment data is included as is summarized student demographic data collected during the fall quarter of 1975 only. Thirty-five tables reflecting institutional and total enrollments are presented for the following categories: (1) student headcount; (2) FTE (full-time equivalent) student enrollment; (3) FTE enrollment growth; (4) annualized enrollments; (5) comparative enrollments by counting methodologies; and (6) quarterly enroll-

ments. Data are further broken down by curriculum area and funding source. Data indicate: (1) an 8.6% increase in headcount over the previous year; (2) an 11.7% FTE enrollment increase over the previous year; and (3) vocational enrollments accounted for 46% of the total enrollment. Information on sex, age, residency, credit hour load, source, ethnic background, and educational intent is presented for academic and occupational students enrolled in the fall quarters of 1973, 1974, and 1975. A glossary of terms used in the tables is included. (Author/JDS)

**ED 131 902** JC 770 012

*Nolan, Edwin J.*

**The Relationship Between ACT Sub-Test Scores and Grades Earned: A Correlational Study.**

Note—6p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academic Achievement, Community Colleges, Grade Prediction, \*Junior Colleges, \*Predictive Ability (Testing), Predictive Validity, \*Prognostic Tests, Statistical Analysis

Identifiers—\*American College Testing Program, Southern West Virginia Community College

A correlational study was conducted using ACT (American College Test) sub-test scores and actual grades earned in corresponding subject areas in order to determine if the ACT was an effective predictor for student's grades at Southern West Virginia Community College (SWVCC). Study subjects were all students (n=241) who had ACT test scores on file and who were enrolled at SWVCC. Correlational analyses yielded coefficients of such low magnitude as to conclude that there is no significant relationship between ACT test scores and academic performance at SWVCC. Based on these findings, it was recommended that use of the ACT be discontinued and that a more suitable instrument such as the College Qualifying Test or the Comparative Guidance and Placement Test, both of which have been developed for and normed on community college students, be used. (Author/JDS)

**ED 131 903** JC 770 013

*Reimanis, Gunars*

**1976 Graduates Evaluate Their Experiences at CCC: A Comparison with Four Previous Years.**

Corning Community Coll., N.Y.

Pub Date 16 Aug 76

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Community Colleges, Comparative Analysis, \*Educational Experience, Educational Quality Evaluation, \*Graduate Surveys, Institutional Research, \*Junior Colleges, Questionnaires, Student Opinion

Identifiers—Corning Community College

A questionnaire was administered to the 1976 graduates of Corning Community College (New York) in order to obtain graduates' evaluations of their college experience. Data from 341 questionnaire responses were tabulated and compared to responses obtained from graduates of previous years. Among the findings were: (1) learning skills for a career were cited as the most important learning experience by 55% of the respondents; (2) only one-quarter of the 1976 graduates had changed programs as compared to nearly one-third of the 1975 graduates; (3) 14% of the 1976 graduates interrupted their attendance for one semester or more compared to 9% in 1972; (4) 65% of the 1976 graduates described their college experience as either good or excellent as compared to 59% of the 1975 graduates; (5) library and faculty-related functions of the college received the highest evaluations; (6) social activities received higher evaluations than in the previous year as did orientation and the community's role in education; and (7) one-third of the respondents were concerned with advisement as it related to college policy and requirements and courses. Tabulated results of the questionnaire for the five years 1972 through 1976 are presented in the document. (JDS)

**ED 131 904** JC 770 014

**Handbook for Telecourse/Newspaper Course Learning Managers.**

Coastline Community Coll., Fountain Valley, Calif.

Pub Date [76]

Note—28p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—College Faculty, Community Colleges, Coordinators, Educational Television, \*Instructional Staff, Job Analysis, \*Junior Colleges, Manuals, Program Administration, \*Program Coordination, \*Staff Role, Student Teacher Relationship, Teacher Responsibility, \*Telecourses

Identifiers—Coastline Community College, \*Newspaper Courses

This handbook for telecourse/newspaper course learning managers at Coastline Community College, a non-campus institution, outlines in detail the responsibilities and duties of learning managers. Included in the handbook information on: (1) pre-, during, and post-course responsibilities; (2) enrollment; (3) letter and telephone contact with students; (4) office hours requirements; (5) the bookstore; (6) available learning aids and resources; (7) the telecourse information office; (8) grading; (9) pre-exam review and enrichment activities; and (10) examinations. Summed under these general headings is further information defining the relationship of the learning manager to both the college and the student as well as descriptive information on available institutional support services. Appended are: (1) a sample student orientation letter; (2) a student survey; (3) a student telecourse evaluation questionnaire; (4) a sample evaluation form for learning managers; and (5) information on telecourse operations/data processing. (Author/JDS)

**ED 131 905** JC 770 015

*Lach, Ivan J.*

**The ICCB Computer Based Facilities Inventory & Utilization Management Information Subsystem.**

Illinois Community Coll. Board, Springfield.

Pub Date 25 Jun 76

Note—32p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—College Buildings, Community Colleges, \*Computer Oriented Programs, Educational Facilities, \*Facility Inventory, Facility Utilization Research, \*Junior Colleges, \*Management Information Systems, Space Classification, \*Space Utilization, Statewide Planning

Identifiers—Illinois

The Illinois Community College Board (ICCB) Facilities Inventory and Utilization subsystem, a part of the ICCB management information system, was designed to provide decision makers with needed information to better manage the facility resources of Illinois community colleges. This subsystem, dependent upon facilities inventory data and course enrollment data submitted by each institution, is capable of providing detailed inventory data and complex utilization analysis for all forty-nine community college campuses in Illinois. The facilities inventory provides data on building size, year of construction, construction cost, replacement value, and the assignable and non-assignable space by type, type of structure, and condition. Data on each room includes size in square feet, room use code, primary instructional area for which the room is used, number of stations in the room design, actual number of room stations, and special equipment code. The utilization report provides data on actual utilization as compared to a predetermined standard. Basic design principles of the subsystem and illustrative reports generated by the subsystem are reviewed in this brief report. (Author/JDS)

**ED 131 906** JC 770 016

*Lach, Ivan J.*

**The ICCB Computer Based Faculty and Staff Utilization Subsystem.**

Illinois Community Coll. Board, Springfield.

Pub Date 25 Jun 76

Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—College Faculty, Community Colleges, Computer Oriented Programs, \*Junior Colleges, \*Management Information Systems, Productivity, \*Staff Utilization, Statewide Planning, Teacher Salaries, \*Teaching Load, \*Unit Costs

Identifiers—Illinois

The Illinois Community College Board (ICCB) Faculty and Staff Utilization subsystem, a component of the ICCB management information system, was designed to produce meaningful and useful information reports for the analysis of faculty and staff, as a resource, in Illinois commun-

nity colleges. Accommodating the complex nature of staffing at the 49 Illinois community colleges, the subsystem enables proration of salaries, provides basic salary allocation for unit cost study, can accurately calculate outputs per annual faculty FTE, and when interfaced with course enrollment data, produces a number of faculty productivity reports showing a profile of student course enrollment, course contact hours, student contact hours, course credit hours, and student credit hours. Additionally, the subsystem generates faculty productivity information for purposes of comparison between institutions, while providing individual campuses with information critical to analysis of local operations. Sample output and several charts are included in the report to illustrate basic design principles of the subsystem. (Author/JDS)

**ED 131 907**

JC 770 017

*Harris, William M.*

**A Faculty Load Nomograph.**

Note—6p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Community Colleges, Educational Planning, Faculty Workload, Graphs, \*Junior Colleges, \*Mathematical Applications, \*Measurement Instruments, Needs Assessment, \*Personnel Needs, Ratios (Mathematics), Scheduling, \*Teaching Load

Identifiers—\*Nomography, Weekly Student Contact Hours

Nomography, a branch of applied mathematics, deals with the graphical solution of nomograph of certain types of equations. This paper presents an example of nomography that has proven useful in calculating average weekly student contact hours (WSCH) per instructor, and that allows for rapid assessment of the maximum and minimum number of instructors needed to cover total departmental WSCH within a college's WSCH per full-time equivalent (FTE) instructor requirements. Using this nomograph, future staffing trends based on changes in faculty load requirements and increased or decreased departmental enrollments may be easily determined. While the nomograph contained in this document is designed for use within the Los Angeles Community College District, it can be quickly and easily adapted for use in other institutions which have WSCH/FTE ratios that differ from that of the Los Angeles Community College District. (Author/JDS)

**ED 131 908**

JC 770 018

**Region 3 Occupational Education Plan, 1976-1981.**

Dutchess Community Coll., Poughkeepsie, N.Y.  
Spons Agency—New York State Education Dept., Albany.

Pub Date 15 Oct 76

Note—130p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, \*Articulation (Program), Career Education, Elementary Secondary Education, Employment Projections, Junior Colleges, Manpower Needs, \*Master Plans, Population Trends, Post Secondary Education, \*Regional Planning, \*Technical Education, \*Vocational Education

Identifiers—New York

This occupational education plan for the mid-Hudson region of New York State (Region 3) sets forth the directions that occupational education ought to take in the next five years. Present occupational activities of the region and future occupational needs are identified. Occupational education plans consistent with the changing occupational needs in the area are outlined for each educational level. Six sections comprise the document: (I) a demographic profile of Region 3; (II) mission and goal statements of the elementary, secondary, BOCES, adult, and private post-secondary schools and community colleges constituting Region 3's educational units; (III) needs assessment and occupational education plans for each education level, including present distribution of programs in the various occupational curriculum areas and anticipated growth in manpower needs for each curriculum area by 1980, special needs of the handicapped and disadvantaged, priority objectives, and strategies to achieve the objectives; (IV) a proposed monitoring and evaluation plan for Region 3; (V) supporting documentation; and (VI) definitions of terms used throughout the report. (JDS)

104 Document Resumes

**ED 131 909**

*Handelman, Chester*

**A Different Kind of Change in the Curriculum.**

Pub Date Jan 77

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Achievement, Academic Standards, \*Basic Skills, \*Cognitive Development, Conventional Instruction, \*Curriculum Problems, Humanistic Education, \*Instructional Innovation, Junior Colleges, Objective Tests, \*Post Secondary Education, Student Needs, \*Teaching Methods

Schools and educators are being called to task so that students will be able to achieve academically and gain basic skills. While few people argue with the need for gradual, reasonable, and proven changes in curricula and teaching methods often intended to maximize affective learning may have had a substantially negative effect in that the cognitive development of students may have been neglected. Such innovations as mastery learning may train students on a specific or limited group of problems but may not enhance the ability of the student to generalize to a larger domain. Over-use of objective testing at the expense of subjective examination may be partially responsible for lack of adequate development of writing skills in students. Among the things that educators can do to begin to address these and similar problems are: (1) place greater emphasis on subjective testing and development of writing skills; (2) accommodate low achieving students through guided studies; (3) maintain or strengthen academic standards; (4) primarily emphasize basic skills and cognitive development; and (5) mix traditional education with proven innovative concepts. A solution to the crisis in the schools and colleges will not be attained soon. (Author/JDS)

**ED 131 910**

*Andrews, James*

**An Investigation into the Personality Characteristics of Black Activists and Non-Activists Students.**

Pub Date 14 Jul 76

Note—25p.; Ed.D. Practicum, Nova University  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Activism, Black Power, Community Colleges, Comparative Analysis, \*Individual Characteristics, \*Junior Colleges, Junior College Students, Mental Health, \*Negro Students, Personality Assessment, \*Personality Studies, Student Attitudes, Student Characteristics

Identifiers—Edwards Personal Preference Schedule

Thirty Black activists and thirty Black non-activists were randomly selected from a list of 100 students identified as activists and 100 students identified as non-activists. Twenty-five from each group were male, and five were female; 32 freshmen and 28 sophomores were included in the sample. All subjects were administered the Edwards Personal Preference Schedule under standardized conditions to determine individual personality traits. Results of data analysis indicated: (1) the degree of activism or extent of involvement in the Black movement among Black junior college students was associated with personality characteristics; (2) Black student activists were psychologically healthier than non-activists; (3) the personality structure of the study groups differed along identifiable personality dimensions—activists had more positive self-esteem, were more self-enhancing behaviorally, and were more aware of their motives; (4) the activists appeared to have superior ego-strengths; and (5) the values held by activists were independently chosen. The data suggested that there was no psychopathology involved in the Black movement, merely personality differences. Because of the sample size, however, the results should not be generalized to the entire Black protest movement. Data are presented in tabular form and a bibliography is appended. (Author/JDS)

**PS**

**ED 131 911**

**Care for Our Children: A Comprehensive Plan for Child Care Services in Berkeley.**

Pacific Training and Technical Assistance Corp., Berkeley, Calif.

**PS 008 560**

Spons Agency—Berkeley Unified School District, Calif.

Pub Date Aug 70

Note—175p.; For related document, see ED 127 003; Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Child Care, Community Resources, Community Role, \*Day Care Programs, Day Care Services, Demography, \*Early Childhood Education, \*Educational Policy, Elementary School Students, \*Government Role, Health Services, Infants, Needs Assessment, Parent Attitudes, Parent Participation, Preschool Children, Program Budgeting, Program Coordination, \*Program Planning, Questionnaires

Identifiers—\*California (Berkeley)

This document reports research and recommendations made by the Pacific Training and Technical Assistance Corporation for a comprehensive child-care program in Berkeley. The report is divided into two sections. Section I, "Research and Planning," describes research methodology and findings and includes demographic information on the city of Berkeley as well as a description of the planning unit process and implementation. Section II, "Proposals," discusses coordination (the bringing together of the various public and private community resources) and services which include (1) licensed day care, (2) group care for infants, (3) group care for pre-school children, (4) child care for primary-school children, (5) the Early Learning Center, (6) child care for upper-elementary children, (7) care of the sick child, and (8) additional proposals for services. There are also proposals for manpower training and legislation. Appendices include a sample parent questionnaire, the planning unit members, members of the Committee on Child Care, directory of child care services in Berkeley, and press clippings. (MS)

**ED 131 912**

**PS 008 837**

*Felton, Victoria Peterson, Rosemary*

**Piaget: A Handbook for Parents and Teachers of Children in the Age of Discovery--Preschool Through Third Grade.**

Mulberry Tree Preschool, Moraga, Calif.

Pub Date 76

Note—61p.

Available from—Victoria Felton, Director, The Mulberry Tree Preschool, 1455 St. Mary's Road, Moraga, California 94556 (\$3.70)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Classification, \*Cognitive Development, Conservation (Concept), Curriculum, \*Developmental Stages, \*Early Childhood Education, Educational Games, Language Development, \*Learning, \*Learning Activities, Logical Thinking, Parents, Play, Teachers, Visual Perception

Identifiers—\*Piaget (Jean)

This handbook, primarily for parents and teachers of preschool through third grade children, provides some insights into Piaget's theories about how children think and learn and presents ideas for using Piagetian-type activities and games in the home or classroom. (The handbook does not attempt to give a comprehensive analysis of Piaget's theory or a complete survey of all Piagetian tasks.) Topics covered include Piaget the man, Piaget's theory, including the stages of cognitive development, the three types of learning (social, physical, and logico-mathematical), and the implications of the theory for education. There are also sections on understanding the preoperational and the early concrete operations child and on the importance of play. Another section includes specific learning activities related to language development, learning through questioning, visual perception and visual memory, premath experience, classification, seriation and conservation. There is a note about how to use and extend the activities, a glossary of terms, and references and suggested readings. (Author/MS)

**ED 131 913**

**PS 008 844**

*Webb, Roger A.*

**Size Is Big or Little: An Approach to the Dimensionality of Children's Concepts.**

Pub Date Apr 75

Note—8p.; Paper presented at the biennial meeting of the Society for Research in Child Development (Denver, Colorado, April 10-13, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cognitive Development, \*Concept Formation, \*Discrimination Learning, \*Early Childhood Education, Language Research, \*Perception, \*Preschool Children

This paper reports a study carried out with 14 children (ranging in age from 2.8 to 3.5 years) which investigated children's concepts of difference. Pairs of small objects differing on a number of dimensions were presented to the children. As each pair of objects was presented, children were asked to select the object that was "big," "little," "fat," "thin," "tall," "short." They were also asked to pick one of two index cards with "more" or "less" buttons painted on it and to choose one of a pair of identical objects "before" or "after" a transformation had been performed on it (such as a pair of sneakers, one of which had been tied). The overall performance of the younger and older children was not very different. They were fairly successful with all concepts except "thin," "less," and "before." In follow-up questions with the choice object it came out that the children appear to make more choices in terms of big or little. The data on size adjectives suggest that the children were answering all of the questions with reference to some sort of general or undifferentiated size dimension that they marked as "big" to "little." (MS)

**ED 131 914**

**PS 008 855**

*Brooks, Douglas M.*

**The Diagnostic Value of Psychologically Meaningful Teaching Units as Expressed in Children's Classroom Drawings.**

Pub Date Sep 76

Note—14p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Attitude Tests, \*Elementary Education, Measurement Instruments, Rating Scales, Research, \*School Attitudes, \*Student Attitudes, \*Student Teacher Relationship, \*Teacher Attitudes

Identifiers—Describe Your School Inventory

This study examined student drawings as an unobtrusive measure of attitudes toward school. A total of 94 fourth, fifth, and sixth grade students were asked to draw two pictures: one of a teacher; and one of a teacher and a pupil, imagining that they had just asked the teacher a question and the teacher was answering it. At the conclusion of the drawing session students were administered the Describe Your School Inventory (DYS), a measure of pupil attitudes toward school. Five teachers, all of whom had contact with the students in the sample, were asked to place these students in categories labeled accepting, concerned, indifferent, and rejecting. Measures of interpersonal proximity and teacher-pupil size ratios were obtained for the drawings. Student attitudinal data were analyzed with analysis of variance. A procedure suggested by Hoyt was employed to analyze the reliability of the teacher ratings. Results are listed for all analyses run. Results tend to support the hypotheses that: (1) children with high DYS scores would position themselves closer to the teacher in situational drawings, and (2) as the ratio of teacher height to pupil height approached 1.00, the pupil nomination into a teacher perception group would approach the accepted category and the pupil's DYS score would increase. The significance of the method is discussed. (Author/SB)

**ED 131 915**

**PS 008 861**

*Colligan, Robert C.*

**Ethics, Issues, and Procedures in School-Readiness Screening.**

Pub Date Sep 76

Note—16p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Ethics, Group Tests, Learning Disabilities, Preschool Children, \*Preschool Education, \*Program Descriptions, \*Screening Tests, Test Reliability, Tests

This paper discusses the ethical and practical issues involved in the development and implementation of a preschool screening battery. A screening program is described and the resulting data presented in an attempt to illustrate the investment in time, money, and energy required. The ethical questions that arise because of the lack of cross-validation studies are discussed. It is

suggested that the effectiveness of screening batteries has not been compared with other approaches which might be more economical and equally effective. In particular, the use of parent questionnaires offers possibilities because they provide the practitioner with more information than the simple referral of a child who has been identified by an informed parent, nursery school director, or primary grade teacher. The ability to generalize from any research data to the specific population to be considered for screening is open to question and validation of any screening technique is still needed to ensure that the effectiveness reported in the normative studies applies to the population being studied. (Author/SB)

**ED 131 916** PS 008 896  
*Sterman, Cheryl, Comp. Riley, Carolyn, Comp.*  
**Bibliography of Infant Research and Development.**  
 Pub Date [76]  
 Note—426p.

**EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.**  
 Descriptors—\*Bibliographies, Child Care Workers, \*Child Development, Cognitive Development, Cross Cultural Studies, Day Care Programs, \*Early Childhood Education, Emotional Development, Environmental Influences, \*Infant Behavior, \*Infants, Language Development, Nutrition, Parent Child Relationship, Play, Preschool Curriculum, \*Research, Social Development, Socioeconomic Influences, Tests, Theories, Toys

This is a bibliography of child development ordered under the following topics: (1) attention, (2) auditory stimulation, (3) care, (4) caregiver, (5) conference papers, (6) cross cultural and class, (7) cry, (8) curriculum/activities, (9) day care models/institutions, (10) environment, (11) exceptional infants, (12) father-mother-infant interaction research, (13) feeding, (14) general infant research and development, (15) habituation/novelty, (16) identity/ego formation/personality development, (17) infant behavior research, (18) infant-infant interaction, (19) sucking research, (20) survey, (21) test/scales, (22) theories and theorists, (23) toys, (24) visual research. Included are listings of journal articles, some books, ERIC documents and library holdings. Most citations are from the 1970's, though a few date back to the 1940's and earlier. (MS)

**ED 131 917** PS 008 902

*Bauman, Richard, Ed.*  
**Black Girls at Play: Folkloric Perspectives on Child Development.**  
 Southwest Educational Development Lab., Austin, Tex.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 75  
 Note—101p.  
 Available from—Information Division, Southwest Educational Development Laboratory, 211 East 7th Street, Austin, Texas 78701 (\$3.50, must be paid in advance by check or money order)

**Document Not Available from EDRS.**

Descriptors—African American Studies, \*Child Development, Children Games, Cultural Traits, Elementary Education, Elementary School Students, \*Females, \*Folk Culture, Negro Culture, \*Negro Youth, Peer Groups, \*Play, Racial Differences, Sex Differences, \*Sex Role, Socialization

This document brings together two preliminary reports on field research undertaken as part of the Children's Folklore Program of the Southwest Educational Development Laboratory. This research is an inquiry into the nature and function of the traditional, expressive activities of Black, Mexican-American and Anglo children, of both sexes, between the ages of five and nine years. The principal goal of the research is to delineate developmental trends in children's folklore, with particular reference to similarities and differences in repertoire, acquisition, use, and function, across sex and ethnic lines. The two papers presented here are concerned with the folklore of Black girls. The first study explores the culture-specific functions and implications for socialization of a range of folklore and other play forms characteristic of Black girls from five to nine. The second paper examines the proxemic structure of a series of handclaps, ring plays and line plays, and demonstrates the implications of increasing proxemic complexity upon the sequence in which the forms are acquired in the

course of development, and the sequence in which they are played on specific occasions. (Author/MS)

**ED 131 918** PS 008 911  
**Child Day Care Services Under Title XX of the Social Security Act. Conference Report; House of Representatives, Ninety-Fourth Congress, Second Session. Report No. 94-885.**  
 Congress of the U.S., Washington, D.C. House.  
 Pub Date 9 Mar 76  
 Note—10p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Child Care, \*Child Care Workers, Conference Reports, \*Day Care Services, \*Early Childhood Education, Expenditures, Federal Aid, \*Federal Legislation, \*Financial Support, State Standards  
 Identifiers—\*Social Security Act Title XX

This is the conference report by the committee of conference (94th Congress) on the disagreeing votes of the two houses on the amendments of the Senate to the bill (H.R. 9803) to postpone for six months the effective date of the requirement that a child day care center meet specified staffing standards (for children between six weeks and six years old) in order to qualify for Federal payments for the services involved under Title XX of the Social Security Act. The recommended amendment is included and a joint explanatory statement of the committee of the conference. (MS)

**ED 131 919** PS 008 919  
*Hartup, Willard W.*

**Toward a Social Psychology of Childhood: From "Patterns of Child Rearing" to "1984."**  
 Pub Date Sep 76  
 Note—22p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Age Differences, \*Childhood, Child Rearing, \*Cross Cultural Studies, \*Developmental Psychology, Evolution, Historical Reviews, Individual Differences, Peer Relationship, \*Research Methodology, Research Needs, Sex Differences, Social Behavior, Social Development, Socialization, \*Social Psychology, \*Social Systems  
 Using "Patterns of Childrearing," by Sears, Maccoby and Levin (1957) as a starting point, this paper touches on the schism between developmental and social psychology and attempts to assess the progress of research in social development during the past quarter century with respect to five major perspectives that are at once evolutionary, historical, ontogenetic, cross-cultural and systemic. A pluralist view is advocated. It is suggested that a psychology of childhood must be: (1) a developmental psychology; (2) a psychology concerned with adaptation which contains an evolutionary perspective and an ecological point of view; (3) a cross-cultural psychology; (4) a psychology of social systems as well as of socializing individuals; and (5) a psychology with a historical point of view. A brief review of research in these various areas is included. (Author/MS)

**ED 131 920** 88 PS 008 921  
*John, Thomas*

**Lenox Early Childhood Outreach Program for Parents: An Evaluation Study. Final Report.**  
 District of Columbia Public Schools, Washington, D.C.  
 Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date 15 Jul 76  
 Contract—0684-AA-MS-O-6-GA  
 Note—49p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—\*Compensatory Education, \*Early Childhood Education, Evaluation Methods, Family Environment, Home Programs, Learning Activities, Low Income Groups, \*Outreach Programs, Parent Attitudes, \*Parent Education, Parent Participation, Parent Role, Parent School Relationship, \*Preschool Programs, \*Program Evaluation, Program Improvement, Questionnaires, Role Models, Teacher Attitudes, Tutors

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Lenox Early Childhood Outreach Program for Parents

This is an evaluation study and final report on the Lenox Early Childhood Outreach Program for Parents (LECOPP), a program implemented to correct educational problems among children in low-income families. Conducted from August 1975 through July 1976 at the Lenox Elementary School, the program focused primarily on training the parent to regularly provide informal learning experiences in the home for children from 2.9 to 3.9 years old who were eligible for prekindergarten classes the following September. The follow objectives of the program were established: (1) project children will achieve better in school, (2) the home environment will be reinforcing to the school environment, (3) teachers will work cooperatively with parents in pinpointing and meeting children's needs, (4) tutors will serve as models for parents as teachers and introduce preschool children to activities for increasing readiness skills, (5) parent-teacher aides will provide valuable assistance in the Child-Parent Center and serve as liaison between staff and community, and (6) the project director will assist parents in modifying their expectations so that school and home goals are more harmonious. Evaluation methods and procedures are described and teacher questionnaire and parent survey response findings are reported. Conclusions and recommendations are discussed. Appendices include both questionnaires. (MS)

**ED 131 921** PS 008 922  
*Katz, Lilian G.*

**The Young Child in Focus.**  
 Pub Date 15 May 76  
 Note—10p.; Paper presented at the National Conference of the Australian Preschool Association (University of Melbourne, Melbourne, Victoria, Australia, May 15, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—\*Child Development, \*Childhood Needs, Children, \*Cognitive Development, \*Early Childhood Education, \*Emotional Development, Interpersonal Relationship, Observational Learning, Parent Child Relationship, Parent Responsibility, Parent Role, Psychological Needs, Security, Self Concept, Self Esteem, \*Social Development, Values  
 Identifiers—Modeling

The question of what children need for optimal development is discussed. The "principle of optimum effects" is seen as fundamental: good for children is only good for them in the "right" of optimum proportions. Seven propositions about the needs of children are advanced: (1) The young child has to have a deep sense of safety; (2) every child has to have adequate—not excessive—self esteem; (3) every child has to feel or experience his/her life as worth living, reasonably satisfying, interesting and authentic; (4) young children need adults or older children who help them make sense of their own experiences; (5) young children have to have adults who accept the authority that is theirs by virtue of their greater experience, knowledge and wisdom; (6) young children need optimum association with adults and older children who exemplify the personal qualities we want them to acquire; (7) children need relationships or experiences with adults who are willing to take a stand on what is worth doing, having, knowing and caring about. (Author/MS)

**ED 131 922** PS 008 924  
*Nichols, Robert C.*

**Heredity and Environment: Major Findings from Twin Studies of Ability, Personality and Interests.**  
 Pub Date 4 Sep 76  
 Note—39p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 4, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—Academic Aptitude, Aptitude Tests, Birth Rate, \*Correlation, \*Environmental Influences, Evolution, \*Heredity, \*Individual Differences, Intelligence, \*Nature Nurture Controversy, Personality Development, Personality Tests, Research, Secondary Education, \*Twins, Vocational Interests  
 Identifiers—Eugenics

A review of the twin literature and analyses of two large twin samples found identical twin correlations higher than fraternal twin correlations by about .20 for a variety of traits of ability, personality and interests. This was interpreted as indicating that about half of the variation among

people in a broad spectrum of psychological traits is due to differences among the people in genetic characteristics. The data also suggest that the environmental influences on ability affect twins reared together in the same way, while the environmental influences on personality and interests affect twins in the same family differently. The implications of these findings for psychological theory, for the nature-nurture controversy, for the explanation of the recent national decline in aptitude test scores, and for future human evolution are discussed. (Author/MS)

**ED 131 923** PS 008 925

**Australian Association of Early Childhood Educators: Papers of the National Conference (1st, Ursula College, Canberra, May 17-18, 1975).**

Australian Association of Early Childhood Educators, Canberra.

Pub Date 75

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Academic Achievement, Audiovisual Aids, \*Child Development, Curriculum, Disadvantaged Youth, \*Early Childhood Education, Early Reading, Foreign Countries, Government Role, Home Programs, Infant Behavior, Observation, \*Parent Child Relationship, Program Evaluation, Rating Scales, Record Keeping, Self Concept, \*Teacher Education, \*Teaching

Identifiers—Australia, \*Project Home Start

Papers included are: (1) Presidential Address, (2) Challenges to Early Childhood Educators, (3) The Home Start Program in the U.S.A., (4) Early Childhood Training Programs, (5) Initiatives being Taken in Early Childhood Education Field by the Australian Government, (6) Audiovisual Materials for Parents' Discussion Groups, (7) The Role of the Adult in Early Learning and Experience, (8) Recording Infant and Early Child Development, (9) Self-Concepts and Scholastic Success, and (10) Teaching Reading in the Preschool. (MS)

**ED 131 924** PS 008 928

*Johnson, Dale L.*

**Parent Education and the Educationally Disadvantaged Child.**

Pub Date Sep 76

Note—10p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Bilingual Schools, Compensatory Education, \*Educationally Disadvantaged, Educational Opportunities, \*Family Role, Low Income Groups, Mexican Americans, Minority Group Children, Parent Child Relationship, \*Parent Education, Parent Role, \*Parent School Relationship, Preschool Children, \*Preschool Education, \*Program Development, Socioeconomic Status

Identifiers—Alabama (Birmingham), Louisiana (New Orleans), \*Parent Child Development Centers, Texas (Houston)

This paper describes a strategy for the development of Parent-Child Development Centers (PCDCs) directly involving parents in preschool programs for children up to three years of age. The five-part strategy has been implemented through: (1) a proposal phase, for three comprehensive-program centers for low-income families and (2) a four-year model-development, implementation and evaluation phase, and is now in (3) a replication phase for programs in new sites. Remaining phases will provide for (4) external evaluation of programs and (5) overall assessment of results, prior to wider dissemination. The three original PCDCs are described. Birmingham and New Orleans programs, described briefly, are center-based, with children from 2-3 months to three years of age. The Houston PCDC is described in detail. Involving urban Mexican-American families, the two-year program begins at the age of one year with home-based mother and family involvement. The second year, for two-year-olds, is center-based, with a bilingual staff. Common elements are seen in evaluations of all three centers. (Approximately 80 to 100 experimental subjects and comparable numbers of controls are involved for each center.) At the end of a program, significant intellectual differences were found, with program children ahead of controls in general intelligence, language development and conceptual usage. Signifi-

cant evaluation results have been obtained with mothers, their behavior meeting desired goals in all three centers. Houston program mothers, compared with controls, showed more positive behavior and obtained higher scores related to the home as a learning environment. (BF)

**ED 131 925** PS 008 933

**Assistance in Meeting Federal Child Care Standards. Report Together with Minority and Additional Views (To Accompany H.R. 9803, Senate, Ninety-Fourth Congress, Second Session. Report No. 94-592.**

Congress of the U.S., Washington, D.C. Senate Committee on Finance.

Pub Date Jan 76

Note—36p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Child Care, \*Child Care Workers, \*Day Care Services, \*Early Childhood Education, \*Educational Legislation, Expenditures, Federal Aid, \*Federal Legislation, State Standards

Identifiers—\*Social Security Act Title XX

This report from the Senate Committee on Finance (94th Congress) contains information on bill H.R. 9803 that would postpone for six months the effective date of the requirement that a child day care center meet specified staffing standards (for children between six weeks and six years old) in order to qualify for Federal payments for the services included under Title XX of the Social Security Act. Contained in this document is a summary of the bill, a general explanation of the bill (including staffing requirements and cost tables by state), budgetary impact of the bill, vote of the committee in reporting the bill, changes in existing law, grants to states for services, credits against tax, minority views, and additional views of Senator Packwood. (SB)

**ED 131 926** PS 008 944

*Wells, Gordon*

**Describing Children's Linguistic Development.**

Pub Date Mar 76

Note—25p.; Paper presented at the Social Science Research Council Seminar on Collecting, Using and Reporting Talk for Educational Research (Reading, England, March 1976); Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Disadvantaged Youth, \*Early Childhood Education, Family Environment, \*Language Development, \*Language Research, Language Tests, \*Linguistic Competence, Linguistic Theory, Longitudinal Studies, Minority Group Children, \*Phonotape Recordings, Preschool Children, Research Methodology, Socioeconomic Influences, \*Speech Skills, Verbal Communication

Identifiers—\*England (Bristol)

This is a study of language development utilizing samples of spontaneous speech collected over three years from a representative group of children. The study is part of the Bristol Longitudinal Language Development Research Programme, the aim of which is to describe how children learn to talk; more specifically, to what extent all children develop language in the same way and what environmental factors affect the rate and success of this development. Subjects were 128 children from various socioeconomic backgrounds, half 15 months and half 39 months at the beginning of the study. Each child was observed at three monthly interviews over a period of 2 1/4 years and on each occasion, tests of various aspects of linguistic ability were administered. In addition, recordings were made by a radio-microphone worn by the child throughout the day. Preliminary results suggest that socioeconomic factors are not as strongly related to language development as the qualitative aspects of the child's linguistic experience. If, as is suggested, the ability to take part in dialogue by adapting one's speech to the requirements of the communication situation is important, the linguistic disadvantage experienced by some children on entry into school may not be due so much to lack of formal linguistic resources, differences in dialect or accent, but rather to what their preschool experience has taught or not taught them about what people do with language. (Author/MS)

**ED 131 927**

*Rahan, Bridie And Others*

**Observing Children Learning to Read.** Bristol Univ. (England). School of Education. Spons Agency—Social Science Research Council, London (England).

Pub Date Sep 76

Grant—HR-3797/1

Note—22p.; Paper presented at the Annual Conference of the British Educational Research Association (London, England, September 1976); Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Classroom Observation Techniques, \*Elementary Education, Elementary School Students, Foreign Countries, Literature Reviews, Oral Reading, Reading Achievement, \*Reading Development, \*Reading Instruction, \*Reading Research, Student Teacher Relationship, Teaching Styles

Identifiers—\*England (Bristol)

This paper reports a technique for classroom observation of children's activities considered relevant to the acquisition of reading. It is part of a larger study conducted by the University of Bristol called the "Children Learning to Read" Project, an attempt to study the learning experiences of individual children as they occur in a variety of schools. The method is to explore the interaction between oral language ability, relevant preschool experience and initial motivation with respect to reading; range and types of texts and instructional materials; and relative emphasis on timing in strategies of teachers concerned in the initial stages of reading instruction. The sample is 20 infant-school children. Observations take the form of a running record of an individual child's activities during a complete morning once every month over a two-year period. The record is designed to yield an account of the different activities engaged in and the amount of time spent on each; and a detailed description of significant aspects of these activities. A coding system is developed for recording relevant information. Results are in the form of prose records and fully-coded time distribution records. Appendix is a portion of one observation to illustrate the precise form. (Author/MS)

**ED 131 928**

*Ruopp, Richard And Others*

**National Day Care Study First Annual Report, 1974-1975. Volume I: An Overview of the Study.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C. Day Care Services Div.

Report No—DHEW-OHD-76-31094

Pub Date Jan 76

Contract—HEW-105-74-1100

Note—77p.; For other volumes of this report, see PS 008 948-949

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Annual Reports, \*Day Care Programs, \*Early Childhood Education, \*Educational Policy, \*Federal Programs, Government Role, Research Design, Research Methodology, Site Selection

Identifiers—\*National Day Care Study

Volume I of the First Annual Report of the National Day Care Study (NDCS) funded by the Office of Child Development presents an overview of the NDCS study, the background of federal involvement in day care, the day care policy issues being addressed, an overview of the study design and phases, uses and limits of study findings, and the results of Phase I—the development of the resource framework. The NDCS, being conducted over a 3-year period, is designed to answer major policy questions about federally subsidized day care centers and the children they serve. Appendices include information about site selection and data selection systems. (MS)

**ED 131 929**

**National Day Care Study First Annual Report, 1974-1975. Volume II: Phase II Design.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Child Development (DHEW), Washington, D.C. Day Care Services Div.

Pub Date Jan 76

Contract—HEW-105-74-1100

**PS 008 945**

Note—55p.; For other volumes of this report, see PS 008 947-949

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Annual Reports, Criteria, \*Day Care Programs, \*Early Childhood Education, \*Educational Policy, \*Federal Programs, Government Role, Research Design, Research Methodology, Research Tools, Site Selection

Identifiers—\*National Day Care Study

Volume II of the First Annual Report of the National Day Care Study (NDCS) funded by the Office of Child Development presents the research design for Phase II of the study and includes a detailed technical discussion of the study's analytical and methodological issues. The NDCS, being conducted over a period of three years, is designed to answer major policy questions about federally funded day care centers and the children they serve. Volume II is organized into six chapters: (1) Phase II Objectives; (2) Research Design Overview; (3) Discussion of Variables; (4) Research and Analysis Methodology; (5) Testing and Validation of Phase II conclusions; and (6) A Framework for Phase III Planning. (MS)

**ED 131 930**

PS 008 949

*Goodrich, Nancy And Others*

**National Day Care Study First Annual Report. Volume III: Information Management and Data Collection Systems.**

Abi Associates, Inc. Cambridge, Mass.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C. Day Care Services Div.

Pub Date 76

Contract—HEW-105-74-1100

Note—361p.; For other volumes of this report, see PS 008 947-948

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.**

Descriptors—\*Annual Reports, Curriculum, Data Collection, \*Day Care Programs, \*Early Childhood Education, \*Educational Policy, Family Environment, \*Federal Programs, \*Information Systems, Measurement Instruments, Parent Attitudes, Questionnaires, Research Design, Research Methodology, Research Tools, Surveys

Identifiers—\*National Day Care Study

Volume III of the National Day Care Study First Annual Report funded by the Office of Child Development describes the information management system which was developed and tested during Phase I. In addition, the volume includes overviews of the sample instruments from the three major data collection systems developed during the year: the Research Program Information System; the Research Cost Accounting System; and the Parent Measures. Interview questionnaires, day care record forms, financial worksheets and measures of parent background attitudes are among the items included. The NDCS, being conducted over a period of three years, is designed to answer major policy questions about federally funded day care centers and the children they serve. Appendices include the Telephone Survey and the Spring Baseline Survey. (MS)

**ED 131 931**

PS 008 950

*Rodes, Thomas W. Moore, John C.*

**National Childcare Consumer Study: 1975. Volume I: Basic Tabulations.**

Unco, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 75

Contract—HEW-105-74-1107

Note—286p.; For other volumes of this study, see PS 008 951-953; Some tables may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

Descriptors—Certification, \*Child Care, Costs, Cultural Factors, \*Day Care Services, \*Early Childhood Education, Family Characteristics, Family Environment, Family Structure, \*National Demography, \*National Surveys, Nutrition, Parent Attitudes, \*Questionnaires, Race, Research Design, Research Methodology, Socioeconomic Background, Transportation

This document reports the tabulations of a national study sponsored by the Office of Child Development of the U.S. Department of Health, Education and Welfare to determine exactly how children are cared for, how often child care services are purchased, at what costs, for what reasons and with what accompanying problems or

barriers. Of related interest are the preferences, opinions and attitudes of consumers. Tabulations are based on 4609 personal interviews conducted in 1975 from a national probability sample of households with children under 14 years of age. The data are organized under the following headings: (1) Design and Methodology, (2) Characteristics of the Sample Households, (3) Measures of Child Care Usage, (4) Reasons, Satisfaction, Preferences and Prior Usage, (5) Cost and Transportation, (6) Opinions and Attitudes. A sample questionnaire is included. (MS)

**ED 131 932**

PS 008 951

*Rodes, Thomas W.*

**National Childcare Consumer Study: 1975. Volume II: Current Patterns of Childcare Use in the United States.**

Unco, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 75

Contract—HEW-105-74-1107

Note—299p.; For other volumes of this study, see PS 008 950-953; Some tables may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$15.39 Plus Postage.**

Descriptors—Age Differences, Certification, \*Child Care, Child Care Centers, Costs, Cultural Factors, \*Day Care Services, Economic Disadvantage, Elementary School Students, Family Day Care, Family Environment, Family Structure, Infants, Junior High School Students, Mothers, \*National Demography, \*National Surveys, Nursery Schools, Nutrition, Parent Attitudes, Preschool Children, \*Questionnaires, Race, Research Design, Research Methodology, Socioeconomic Background, \*Statistical Data, Transportation, Working Parents

Identifiers—Project Head Start

This is the second of three study reports on the national incidence of child care usage as well as consumer needs, preferences, attitudes and opinions on child care, based on 4609 personal interviews conducted in 1975 from a national probability sample of households with children under 14 years of age. The study was sponsored by the Office of Child Development of the U.S. Department of Health, Education and Welfare. This volume reports the prevalence of use among various types of child care, describes the population subgroups who use care, and provides an analysis of the patterns and trends of usage. Data are organized under the following headings: (1) Sampling Methodology and Design, (2) Analytic Framework, (3) Simple Incidence of Usage, (4) Hours Used Per Capita: A Summary Usage Index, (5) Characteristics of Substantial Users, (6) Payment Mode and Formality of Care, (7) Costs of Child Care, (8) Transportation Arrangements, and (9) Summary Discussion and Conclusions. (MS)

**ED 131 933**

PS 008 952

*Rodes, Thomas W.*

**National Childcare Consumer Study: 1975. Volume III: American Consumer Attitudes and Opinions on Child Care.**

Unco, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 75

Contract—HEW-105-74-1107

Note—303p.; For other volumes of this study, see PS 008 950-953; Some tables may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.**

Descriptors—\*Child Care, Child Care Centers, Cultural Factors, \*Day Care Services, Economic Disadvantage, Elementary School Students, Family Day Care, Family Environment, Family Structure, Government Role, Infants, Interviews, Junior High School Students, Mothers, \*National Demography, \*National Surveys, \*Parent Attitudes, Preschool Children, Problems, Questionnaires, Race, Research Design, Research Methodology, Selection, Socioeconomic Background, \*Statistical Data, Working Parents

This report represents the third of a series of analyses of child care usages based on 4609 personal interviews conducted in 1975 from a national probability sample of households with children under 14 years of age. The study was sponsored by the Office of Child Development of the U.S. Department of Health, Education and Welfare

fare. This volume is devoted to an analysis of the preferences, opinions and attitudes of current and potential child-care consumers. Data are organized under the following headings: (1) Introduction and Design Summary, (2) Reasons for Using Care, (3) Satisfaction and Preferences, (4) Factors Influencing Selection, Change and Discontinuance, (5) Attitude on Working Mothers, (6) The Public Role. (MS)

**ED 131 934**

PS 008 953

**National Childcare Consumer Study: 1975. Volume IV: Supplemental Documentation.**

Unco, Inc., Washington, D.C.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 75

Contract—HEW-105-74-1107

Note—97p.; For other volumes of this study, see PS 008 950-952; Some tables may reproduce poorly

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Child Care, Computer Storage Devices, \*Day Care Services, Early Childhood Education, \*National Demography, \*National Surveys, Parent Attitudes, \*Questionnaires, Research Design, \*Research Methodology

This document is the fourth and final report of a study sponsored by the Office of Child Development of the U.S. Department of Health, Education and Welfare to determine patterns of child care usage and related consumer preferences, attitudes and opinions about child care. The study was based on 4609 personal interviews conducted in 1975 from a national area probability sample of households with children under 14 years of age. This volume is essentially archival in nature, containing documentation of the data. Section I is devoted to sampling, methodology and design (reprinted from Volume II); section II to machine readable files. Appendices include the questionnaire (reprinted from Volume I) used in the study and tape format specifications. This volume was written for programmers with access to the data tapes and contains new data analyses. (MS)

**ED 131 935**

PS 008 955

**Licensing Standards for Day and Night Care Centers.**

Illinois State Dept. of Children and Family Services, Springfield.

Spons Agency—Office of Child Development (D-HEW), Washington, D.C.

Pub Date 76

Note—67p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Certification, \*Child Care, Classroom Environment, \*Day Care Services, Discipline, \*Early Childhood Education, Employees, Equipment, Legislation, Nutrition, Physical Environment, Program Administration, Program Content, Recordkeeping, Safety, Social Services, \*Standards

Identifiers—\*Child Care Act 1969, \*Illinois Department Children and Family Services

This booklet presents licensing standards for day and night care centers as updated by the Illinois Department of Children and Family Services with the aid of a federal grant from the Office of Child Development to the State of Illinois. These standards provide broader coverage in existing areas as well as expanded coverage for school age children, transportation, infant care, special children and nutrition. The standards and compliance requirements in this document are designed to be brief, concise, understandable and enforceable, with as little subjective interpretation as possible on the part of all who read and use them. The standards also reflect administrative experience with the revised 1971 licensing standards. Standards are grouped under the following broad headings: philosophy; licensure; organization and administration; personnel; services to children; plant and equipment; and records and reports. The Child Care Act of 1969 is included in this document. (MS)

**ED 131 936**

PS 008 958

*Levine, Madlyn A. Hanes, Michael L.*

**Dialect Usage as a Factor in Developmental Language Performance of Primary Grade School Children.**

Pub Date 76

Note—19p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Caucasians, Comprehension, \*Dialect Studies, \*Elementary Education, \*Elementary School Students, Expressive Language, \*Language Development, Language Patterns, \*Language Research, Language Skills, Language Tests, Lower Class Students, Negroes, \*Nonstandard Dialects, Primary Grades, Receptive Language, Socioeconomic Status  
**Identifiers**—\*Basilect Speaking Child

This study investigated the relationship between dialect usage and performance on four language tasks designed to reflect features developmental in nature: articulation, grammatical closure, auditory discrimination, and sentence comprehension. Predictor and criterion language tasks were administered to 90 kindergarteners, first-, and second-grade children randomly selected from a Northcentral Florida elementary school with a racial group ratio of 40 percent black and 60 percent white. All children were from rural families of low and lower-middle socioeconomic status backgrounds. When the variance attributed to cognitive development and language facility scores was systematically covaried, results indicated that dialect usage was significantly related to receptive performance but not significantly related to expressive performance. This finding bears two interpretations: (1) the basilect speaking child is deficient in comprehending developmental language forms; and (2) he is in addition demonstrating a basic deficiency in comprehending standard dialect. The later interpretation would contend that the kindergarteners through second grade basilect-speaking children examined in this study have not as yet acquired the skill of bi-dialectal comprehension, i.e., the ability to translate standard English into their own dialect for processing. The question of dialect interference, then, appears to be a localizing phenomenon. The amount of basilect used seemingly interferes with some specific language skills, and not with others. (Author/SB)

**ED 131 937** PS 008 959  
**Symposium on Systematic Analysis of Social Interaction: Assessments and Interventions.**

Oregon Univ., Eugene. Center at Oregon for Research in the Behavioral Education of the Handicapped.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C.  
Pub Date Sep 76

Note—103p.; Symposium papers presented at the Annual Meeting of the American Psychological Association (84th, Washington, D. C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Academic Achievement, Behavioral Science Research, Behavior Change, \*Behavior Problems, Children, Classroom Observation Techniques, \*Classroom Research, \*Elementary Education, Handicapped Children, \*Peer Relationship, Preschool Education, Rating Scales, Screening Tests, \*Social Adjustment, Social Development, Socially Maladjusted, \*Social Relations, Teachers

This document consists of a series of papers which describe components of a systematic research and development program at the Center at Oregon for Research in the Behavioral Education of the Handicapped (CORBEH). The presentations focus upon: (1) the development and use of a social interaction recording system supplying the major dependent measures used for screening appropriate socially withdrawn and aggressive children and evaluating treatment variables; (2) comparative data on the efficacy of various treatment components tested in a tightly controlled experimental classroom and the less rigorous regular classroom setting; (3) followup data in the regular classroom for children previously placed in the experimental classroom setting; and (4) problems associated with the early identification of socially withdrawn children in preschool. Studies presented are: The Peer Interaction Recording System; Manipulating Peer Social Interactions Within an Experimental Classroom Setting; Normative Peer Interaction Rate as a Baseline for Followup Evaluation; Increasing Interactive Behavior of Withdrawn Children in the Regular Classroom; and Validating Teacher Selection with Normative Data for Preschool Social Interaction. (Author/MS)

**ED 131 938**

Karlson, Alfred L.

**Curriculum Practices in Preschool and Primary Schools in the People's Republic of China: Some First-Hand Observations.**

Pub Date Apr 75

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Early Childhood Education, Elementary Education, \*Elementary School Curriculum, Foreign Countries, \*Physical Education, \*Preschool Curriculum, Preschool Education, \*Teaching Methods  
**Identifiers**—\*China, \*Moral Education

This paper consists of observations on a China tour to nursery schools, children's hospitals, primary schools, a high school, a teacher training institute, after-school children's centers and a school for the deaf. Twenty American early childhood education specialists participated in the tour, which included visits to five cities and to rural areas. The possibility that any or all of the schools visited may be showcase institutions is discussed. The most noticeable feature of schooling in China was the emphasis on moral education or the direct teaching of explicit values. Also of interest to the observers: the formal pedagogical style (children in art class, for example, all copy the same picture) and the emphasis on physical education. The children appeared happy and alert, paying close attention to all that went on. There was little sign of the restiveness many have come to expect in a formal school setting. (MS)

**ED 131 939**

Karlson, Alfred L.

**Are Head Start and Day Care National Alternatives? A Study of Head Start Programs That Converted to Day Care.**

Pub Date [71]

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Day Care Programs, \*Decision Making, \*Early Childhood Education, Educational Facilities, \*Educational Objectives, Interviews, Mothers, \*Organizational Change, \*Program Evaluation, Working Women  
**Identifiers**—\*Project Head Start

The purpose of this study was to learn about some of the substantive differences between Head Start and day care programs by identifying Head Start programs that had initiated day care services and then comparing similarities and differences before and after transition. The research strategy involved two phases: (1) identifying the national trend in all Head Start programs that had converted from part day operation to full day operation in 1969, 1970 and 1971, (2) selecting a representative sample of programs that had made the conversion. In the entire sample, only 19 had converted to day care, 10 of which were selected for intensive study. Findings are presented under the following headings: (1) Interview Data, (2) Decision Making Which Led to Conversion, (3) Changes in Program Objectives, (4) Specific Problem Areas Identified in Interviews as a Result of Change in Operating Characteristics, (5) The Working Mother, and (6) Facilities. (Author/MS)

**ED 131 940**

Holmberg, M. C.

**Social Interchanges in the 2nd and 3rd Years.**

Pub Date Apr 76

Note—15p.; Paper presented at the Biennial Southeastern Conference on Human Development (4th, Nashville, Tennessee, April 15-17, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Age Differences, Anti Social Behavior, Behavioral Science Research, Child Care Centers, \*Classroom Observation Techniques, Infants, \*Interaction Process Analysis, Low Income, Negro Youth, \*Peer Relationship, \*Preschool Education, Prosocial Behavior, Rating Scales, \*Social Behavior, \*Social Development, Social Relations

This study examines the development of cooperative and negative behavior in a setting in which children of varied ages had regular opportunities for social encounters. Subjects were 16 children, half 16-19 months, half 28-32 months. Each child was observed 30 minutes per day for

five days. Behaviors were recorded continuously. A narrative written record was made distinguishing child and adult interchanges and specifying who initiated the interchanges. Results centered around the following questions: (1) How do children in the middle of their second and third years differ in their social initiations to peers and adults? (2) How does the age of the peer in the dyad affect these developmental findings? (3) How does the course or dynamics of the interchange relate to the age of the child? Behaviors were organized into two broad categories: prosocial and negative. More prosocial than negative social initiations were observed. More negative behaviors were observed toward peers than adults. Older children showed more prosocial than negative behavior to other 2 1/2 year-old peers. Younger children showed no reliable difference in type of behavior initiated to other 1 1/2 year-old peers. In summary, a basic finding was that the other person in the dyad was a critical component in the social system. (MS)

**ED 131 941**

PS 008 965

Kaufman, Lorraine Schrut, Albert H.

**The Parenting Process Project: An Experimental and Clinical Application of Psychoanalytic and Anthropological Perspectives.**

Cedars-Sinai Medical Center, Los Angeles, Calif.

Pub Date 3 May 75

Note—24p.; Paper presented at the Annual Meeting of the American Psychoanalytic Association (64th, Beverly Hills, California, May 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Case Studies, Child Development, \*Discussion Groups, \*Early Childhood Education, Emotional Development, Family Life, \*Family Relationship, Family Role, Group Therapy, Infants, Longitudinal Studies, Models, Parent Attitudes, \*Parent Child Relationship, \*Parent Counseling, \*Parent Education, Parent Role, Preschool Children, Program Descriptions, Psychological Needs, Staff Roles  
**Identifiers**—\*Parenting Process Project

This paper summarizes the theoretical frame of reference, structure and function of an experimental program called the Parenting Process Project which has been part of the Child and Family Guidance Unit of the Department of Psychiatry at Cedars-Sinai Medical Center in Los Angeles since 1967. The Project combines psychoanalytic and anthropological insights and techniques to study child development and the psychodynamics of varying family systems in so-called "normal families" during the first five years of life of the newborn. Another aim of the Project is to refine an intervention model for monitoring the psychodynamic and cognitive progress of children during this span. The structure for this longitudinal involvement is a group consisting of 12 families (with heterogeneous socioeconomic, ethnic and family structures) and members of a multidisciplinary team which forms before the birth or adoption of an infant and continues to meet weekly until the child enters kindergarten. The Project target is the infant, and the long-term goal is facilitating each child's mastery of the major phases inherent in the first five years of life in order to prevent or ameliorate developmental impediments to proper ego functioning. Several case studies are presented. (Author/MS)

**ED 131 942**

PS 008 966

**New Child Support Legislation—Its Potential Impact and How to Improve It.**

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Social and Rehabilitation Service (DHEW), Washington, D.C. Office of Child Support Enforcement.

Report No—MWD-76-63

Pub Date 5 Apr 76

Note—64p.; Report to the Congress by the Comptroller General of the United States Available from—U.S. General Accounting Office, Distribution Section, P. O. Box 1020, Washington, D. C. (Report No. MWD-76-63, April 5, 1976, \$1.00)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Child Care, \*Child Welfare, Family Income, \*Federal Aid, \*Federal Legislation, \*Federal Programs, \*Government Publications, Program Costs, Program Evaluation, Public Policy, State Programs, State Surveys, Welfare Services

**Identifiers**—\*Aid to Families with Dependent Children, \*Department of Health Education and Welfare, DHEW

This report describes the status of the federal child support programs before the 1975 legislation was enacted. Also discussed are actions taken by the Department of Health, Education and Welfare (HEW) to implement the legislation; means to clarify and improve the new legislation and some problems affected by the new legislation. Included are sections on: (1) states' child support programs as operated before enactment of the 1975 legislation (states reviewed were: California, Georgia, Indiana, Pennsylvania, Texas, Virginia, and Washington), (2) HEW actions to guide and monitor the child support program, (3) observations on recent legislative changes to the child support program, and (4) conclusions, recommendations, and comments from the states and HEW. (MS)

**ED 131 943**

PS 008 967

Phillips, E. Lakin

**Children's Reactions to Separation and Divorce.**

Pub Date 76

Note—14p.; Paper presented at the Annual Scientific Meeting of the American Association of Psychiatric Services for Children, Inc. (28th, San Francisco, California, November 10-14, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Children, Courts, \*Divorce, Emotional Development, \*Family Problems, \*Fatherless Family, \*Legal Problems, \*Literature Reviews, One Parent Family, Parent Child Relationship, Self Concept, Sex Role, Sexuality

This paper presents three aspects of children's reaction to divorce: brief theory as to why parents become separated and/or divorced; factual research summaries on the influence of divorce on children; and some proposed remedies. Research is cited that shows the effects of divorce on children's sex role development, self concept, emotional development and school achievement. Legal problems engendered and the problems faced by the one-parent family are also discussed. Suggested remedies include: better public education concerning the single-parent family, therapy, crisis intervention, putting the needs of the child first, formal court agreements on parent responsibilities, development of a family counseling model and constructive family courts. (MS)

**ED 131 944**

PS 008 972

**Organizing Your Community for Child Advocacy: The 4C Approach.**

Michigan Community Coordinated Child Care (4-C) Council, Lansing.

Pub Date 8 Jan 76

Note—54p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Child Advocacy, \*Child Care, Child Welfare, Community Agencies (Public), \*Community Coordination, Community Service Programs, \*Delivery Systems, \*Financial Support, Interagency Planning, \*Organizational Effectiveness, Parent Participation, Private Agencies, Program Budgeting, Program Development

Identifiers—Michigan

A resource document for implementation of community coordination of child care (the 4C concept), this organizational guide is based on the experiences of 24 local programs in Michigan communities, 1969-75. Flexible models are presented, capable of accommodating to the uniqueness of each community. Functioning to maximize resources, a 4C Council is a coalition of public and private administrative agencies, public and private providers, and parent-consumers of children's services. Local 4C organizations, together with the Michigan 4C Council, comprise a statewide child advocacy network. Three general developmental stages of a 4C organization are covered in this working document, with means suggested for accomplishment of tasks typical of each phase, from (1) initial committee, through (2) steering committee, to (3) permanent board. Topics treated include general organization, funding and budgeting, public relations, staffing and administrative organization. Models appended offer sample workplans, fact sheets and by-laws, as well as suggested publicity techniques. (Author/BF)

**ED 131 945**

PS 008 973

**Male and Female in Pre-School and Junior School.**

Pub Date 23 Nov 75

Note—9p.; Paper presented at the Conference on Equality of the Sexes (New Zealand, November 23-27, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Classroom Environment, \*Classroom Materials, \*Early Childhood Education, Elementary School Students, Field Interviews, Foreign Countries, Preschool Children, Sex Differences, \*Sex Role, \*Sex Stereotypes, \*Surveys, Teacher Attitudes, \*Toys  
 Identifiers—\*Australia

Presented are the results of a survey of the ways in which male and female are represented to young children and the relative space given to boys' or girls' activities in early childhood institutions. The questions were of two kinds: (1) those which simply asked for the number of representations, objects, etc., and (2) those which asked the rater to judge the nature of these representations of male and female. The survey was carried out in November 1975 in 42 early childhood institutions—10 primary new entrant classrooms, 10 kindergartens, 12 playcenters and 10 day-care centers. Both city and rural areas were covered but no attempt was made to carry out a random survey. No marked differences between the various institutions emerged and hence the results have been combined. Results are enumerated for: dressing-up clothes, jigsaw puzzles, puppets, pictures on the walls, book displays, science displays, space, and atmosphere. (MS)

**ED 131 946**

PS 008 977

Seaver, Judith W.

**The Sex Differentiated Interaction of Environmental and Hereditary Determinants of Intelligence.**

Pub Date [72]

Note—16p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Children, Cognitive Development, Environmental Influences, Fathers, Heredity, \*Intellectual Development, \*Intelligence, Literature Reviews, Mothers, \*Nature Nurture Controversy, Parent Child Relationship, \*Parent Role, \*Sex Differences, Sex Role

This paper examines evidence supporting the hypothesis that environment differentially affects intelligence in a sex-specific manner. The current position that environment and heredity contribute interactively to intelligence obscures the greater vulnerability and exposure of males to environmental influences and the reciprocal lack of equivalent environmental stimulation which leads by default to a larger genetic component of intelligence for females. Several hypotheses related to the sex-differentiated interaction of environmental and hereditary determinants of intelligence are discussed. (Author/MS)

**ED 131 947**

PS 008 981

Stern, Carolyn

**The Observation of Substantive Curricular Interactions: An Objective Record of the Content of the Learning Environment in the Early Childhood Classroom. Final Report.**

California Univ., Los Angeles. Graduate School of Education

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Report No—OEO-P-4117

Pub Date 31 Aug 68

Note—83p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Classroom Environment, \*Classroom Observation Techniques, Data Analysis, Data Collection, \*Early Childhood Education, Evaluation Methods, \*Intervention, Learning Experience, Literature Reviews, Preschool Programs, \*Program Evaluation, \*Rating Scales, Research, Student Teacher Relationship, \*Tables (Data)

Identifiers—\*Project Head Start

This document describes the development of an observation instrument which could provide an objective record of the content of the learning environment in the early childhood classroom. A team of early childhood specialists explored the critical dimensions of the preschool experience and developed a series of descriptive categories in terms of objective, observable events and materials. The literature on classroom observation was also reviewed. Data was analyzed in terms of frequency distribution programs, reliability programs, factor analytic studies and interpretations. Almost half the report is comprised of tables. (MS)

**ED 131 948**

PS 008 982

Dopyera, John Lay, Margaret

**Assessing the Program Environments of Head Start and Other Pre-School Children: A Survey of Procedures. Addendum to Final Report.**

Syracuse Univ., N.Y.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Aug 69

Contract—OEO-4120

Note—202p.; Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Check Lists, Classroom Environment, \*Classroom Observation Techniques, \*Early Childhood Education, \*Evaluation Methods, Preschool Children, \*Preschool Programs, Program Descriptions, \*Program Evaluation, \*Rating Scales, Teacher Evaluation, Teaching Methods  
 Identifiers—\*Project Head Start

The objective of this undertaking has been to identify procedures and perspectives which have potential for assessing program environments of preschool age children, analyze the procedures relative to program components abstracted from known preschool programs, and discuss the results of this analysis in terms of its relevance for future program environment assessment. More specifically, the work described in this report consisted of completing the following tasks: (1) searching and identifying materials, i.e. program documentation procedures, written descriptions of programs, other materials on environments which might be useful; (2) analyzing the procedures for methodological and substantive similarities and differences and developing a perspective on assessment; (3) analyzing programs for their components and the development of a criterion list of program components - as well as elaboration of the concept of program environment; (4) cross-comparison of the procedures with the criterion list for determining the program documentation capacity of existent procedures; (5) examining the results of this work in terms of implications for program assessment and for future development of procedures for program assessment. Many of the rating forms and scales discussed are included in the appendices. (Author/MS)

**ED 131 949**

PS 008 985

**Southern University Research Center for Head Start Annual Report, November 27, 1970. Final Report.**

Southern Univ. and Agricultural and Mechanical Coll., Baton Rouge, La.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date 27 Nov 70

Contract—OEO-8-4123

Note—257p.; For 1969 Annual Report, see PS 008 986

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Achievement Tests, Annual Reports, Behavior Change, Disadvantaged Youth, \*Early Childhood Education, \*Evaluation Methods, Intelligence Tests, \*Intervention, Interviews, Language Development, Motivation, Parent Participation, Preschool Children, \*Preschool Programs, Program Descriptions, \*Program Evaluation, Psychomotor Skills Rating Scales, Reinforcement, Tables (Data)

Identifiers—Luck, \*Project Head Start, Southern University Research Center for Head Start

This is the final report of the Southern University Head Start Evaluation and Research Center. It is a statement of activities engaged in since September, 1969. Chapter I contains an introduction and a description of the centers. Chapter II presents evaluation guidelines, quality control information, evaluation design and description of evaluation instruments. Chapter III contains the intervention design. Chapter IV presents statistical analysis information and findings. Appendices (which comprise the bulk of the report) include analysis of variance charts, means and t-tests for the intervention, and study entitled "Instrumental Performance as a Function of Reinforcement Schedule, Luck Versus Skill Instructions, and Sex of Child." (MS)

**ED 131 950**

PS 008 990

Holloman, John W.

**Serving Children and Their Families: The Role of the Child Care Center.**

Spons Agency—Texas State Dept. of Public Welfare, Austin.

Pub Date 76

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Child Care, \*Child Care Centers, \*Child Care Workers, \*Child Welfare, \*Day Care Services, Delivery Systems, \*Early Childhood Education, Literature Reviews, \*Occupational Information, Program Descriptions, Social Services, Staff Role Identifiers—\*Social Services Specialists

Details the role of the child care center in the provision of social services to children and their families and argues that the need for such services is no longer debatable, but rather the need to communicate and deliver services is the issue. The essay explicates the role of the child care center in terms of what it means to provide comprehensive child care, discusses efforts made to deal with this role, and the urgency of the need to communicate and deliver services. A job description is provided delineating the role of the social services specialist as related to task-performance criteria and responsibilities, required qualifications, characteristics, and abilities and strengths, including working with center staff, parents, and social service agencies. The appendix lists a variety of human service sources to be found in the local community, with the intent of motivating child care providers to provide existing services to children and their families. (Author/MS)

**ED 131 951** PS 008 995

**Foster Care: Problems and Issues. Joint Hearing Before the Subcommittee on Children and Youth of the Committee on Labor and Public Welfare, United States Senate and the Subcommittee on Select Education of the Committee on Education and Labor, U.S. House of Representatives Ninety-Fourth Congress, First Session on Examination of Problems Which Profoundly Affect the Development of Children in the Foster Care System. Part 1.**

Congress of the U.S., Washington, D.C. House Committee on Education and Labor; Congress of the U.S., Washington, D.C. Senate Committee on Labor and Public Welfare.

Pub Date 1 Dec 75

Note—752p.; Pages 352-369, 423-438, 747-830 of the original document are copyrighted and therefore not available. They are not included in the pagination; Not available in hard copy due to marginal reproducibility of original

**EDRS Price MF-\$1.33 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Adopted Children, Child Advocacy, \*Child Welfare, Cost Effectiveness, Demography, Federal Aid, Federal Legislation, \*Federal Programs, \*Foster Children, \*Foster Homes, \*Program Evaluation, Social Services, State Action

This document presents testimony, statements, presentations, letters, statistics and other documents relating to the foster care system and foster children which were given before the subcommittee. (MS)

**ED 131 952** PS 008 997

**Arlin, Patricia Kennedy  
Operational Level, Question Quality and Free Recall in Children.**

Pub Date Sep 76

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Behavioral Science Research, \*Cognitive Development, Developmental Stages, \*Elementary Education, Elementary School Students, \*Learning Processes, Memory, \*Questioning Techniques, \*Recall (Psychological), Teaching Methods

**Identifiers**—\*Piaget (Jean)

In this study the effects of operational level on the quality of children's questions and on their free recall were investigated. Subjects were 65 second-, fourth- and sixth-grade children. Children's operational levels were decided by their performance on nine Piagetian tasks. A question asking task was used to study their question quality. At the end of the tasks session, and one month later, the children were asked to recall stimulus materials based on two Piagetian tasks and on the questions task. Analyses of variance yielded significant F's for all main effects and no significant interaction terms. Implications for instructional intervention are made. One instructional implication of this study is the need to match teachers' questions to children's questions

to facilitate their recall of meaningful material. (Author/MS)

**ED 131 953** 24 PS 008 999

**Schmidt, Nancy J. And Others  
Resources for Teaching Children About Africa. Catalog No. 155.**

ERIC Clearinghouse on Early Childhood Education, Urbana, Ill.  
Spone Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Dec 76

Note—65p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, Art Education, \*Children's Literature, Early Childhood Education, \*Elementary Education, \*Ethnic Studies, Folk Culture, Foreign Countries, \*Games, \*Instructional Materials, Social Studies

**Identifiers**—\*Africa

This document contains bibliographies for teaching children about Africa as well as descriptions and rules of African games for American children. This collection of bibliographies supplements an earlier collection, "Selected Bibliographies for Teaching Children about Subsaharan Africa." The bibliographies included here were prepared in association with the activities of the African Outreach Program at the University of Illinois, Urbana-Champaign, 1974-1976. Included in the bibliographies are resources on South Africa, Portuguese Africa, Ethiopia, the Yoruba as well as fiction about Africa for supplementing social studies curricula, resources for teaching about African art, African folk tales for children, children's books with both African and Afro-American content, fiction about African children for African children, and reference sources for school children. (MS)

**ED 131 954** PS 009 000

**Lockman, Jeffrey J. And Others  
Development of Mental Representations of Spatial Layouts.**

Pub Date Sep 76

Note—17p.; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 3-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Age Differences, \*Early Childhood Education, Elementary School Students, \*Perceptual Motor Learning, Preschool Children, \*Research, Sex Differences, \*Space Orientation

**Identifiers**—\*Cognitive Maps

In an investigation of children's spatial knowledge of a large-scale environment, forty-eight 3- to 6-year-old children (an approximately equal number of boys and girls of each age) were taken through an environment by a specified route. Once the route and landmarks along the route were learned, children were tested on their ability to (1) travel the route in reverse (route reversal knowledge), (2) name the sequence of landmarks along the reverse route (landmark reversal knowledge), (3) infer the relationship between parts of the environment not directly traveled between (inference), and (4) construct a model of the environment. Results indicated that route-knowledge develops before landmark reversal knowledge, and inference ability develops last; also supported was the suggestion that young children's spatial representations are route-like and poorly integrated in comparison with those of older children. In their models, children often exaggerated the route they travelled. No sex differences were found on any of the measures. (Author/MS)

**ED 131 955** PS 009 010

**Holloman, John W. And Others  
A Cross-Cultural Investigation of Language and Thought in Young Anglo-, Black-, and Mexican-American Children of Low Social Status Parents.**

Pub Date 76

Note—57p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Bilingualism, Caucasian Students, \*Concept Formation, \*Cross Cultural Studies, \*Cultural Factors, Elementary Education, \*Ethnic Groups, \*Language Development, Learning Processes, Literature Reviews, \*Lower Class Students, Mexican Americans, Negro Youth, Question Answer Interviews

**Identifiers**—Texas (San Antonio)

The purpose of this investigation was to make a cross-cultural study of the abilities of Anglo-, Black-, and Mexican-American young children of low status parents to process a given set of language and thought universals. The 27 subjects (nine subjects in each ethnic group) were divided into three subgroups according to age-grade levels, 5, 6, and 7 years old (K-2 grades). The instrument consisted of 33 information-elicitating question forms, including 39 questions arranged in an ascending order of difficulty. The interviewing technique was used to collect the data. A phrase structure analysis was made of the data to determine the extent to which the grammatical structures in the responses would reveal observable and quantifiable differences in abilities to process a given set of concepts. Combined results for each ethnic group indicated that, with a few exceptions, each had acquired the language and thought processes elicited, as these relate to classification, seriation, spatio-temporal relations, and causality. The overall conclusion was that the patterns of mental operations appear not to be adversely affected by ethnicity, whereas culture appears to affect levels of speech production across ethnic groups. (Author/MS)

## RC

**ED 131 956**

RC 005 670

**Artichoker, John, Jr. Palmer, Neil M.  
The Sioux Indian Goes to College. An Analysis of Selected Problems of South Dakota Indian College Students.**

South Dakota State Div. of Elementary and Secondary Education, Pierre; South Dakota Univ., Vermillion, Inst. of Indian Studies.

Pub Date Mar 59

Note—51p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Acculturation, \*American Indians, Bilingual Students, College Preparation, \*College Students, \*Comparative Analysis, Cultural Background, Culture Conflict, \*Educational Problems, Ethics, Family Influence, Financial Needs, Higher Education, Moral Values, Questionnaires, Religious Factors, Sociocultural Patterns, Student Characteristics, \*Student Problems

**Identifiers**—\*Sioux, \*South Dakota

Problems of American Indian college students in South Dakota which appeared to be "distinctively Indian" in nature were identified. Two questionnaires were administered to 72 Indian students enrolled in 4-year colleges and universities during the spring of 1957. Data analysis centered on the comparison of the problems of two pair of groups: Indian vs non-Indians and "Indian-like" Indians vs "non-Indian-like" Indians. In the first set of comparisons, certain data from this study were compared with results of similar studies of college students in general in a Wisconsin State Teachers College and the University of Illinois. The second set of comparisons was based on a division of the Indian students into two groups on the basis of ability or lack of ability to speak an Indian language. The two sets of comparisons yielded essentially the same results. The one general and overriding finding was that Indian students have more problems that are troublesome and serious than do non-Indian students. Among the special problems of the Indian student were: poor academic training for college, especially in the areas of mathematics and science, but also in social studies and English; insufficient monetary funds, especially for clothing and "spending money"; inability to relate himself to the future, particularly as this involved his educational and vocational objectives; and concern about moral and religious questions and about family members. (NQ)

**ED 131 957**

RC 009 507

**Gomez de Souza, Luis A. Ribeiro, Lucia  
Youth Participation in the Development Process: A Case Study in Panama. An International Bureau of Education Series -- Experiments and Innovations in Education No. 18.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 76

Note—101p.; Available in French, English, and Spanish

Available from—UNIPUB, Inc., P.O. Box 433, New York, New York 10016 (\$4.00)

**Document Not Available from EDRS.**

Descriptors—Aspiration, Attitudes, Change Agents, Community Involvement, \*Developing Nations, Educational Opportunities, Global Approach, \*Latin American Culture, Motivation, Organizations (Groups), \*Participation, \*Perception, Questionnaires, \*Rural Development, \*Rural Youth, Self Concept, Sex Role, Social Structure, Socioeconomic Influences, Technological Advancement, Work Attitudes

Identifiers—\*Panama

Conducted in a rural area in the province of Chiriquí in Panama, this exploratory study identified the participation in, and perception of, development by rural youth. Twenty-eight young men and 8 women, between 15 and 28 years of age, were divided into 2 subgroups: campesinos—those who worked in the Asentamientos (a system of collective farming) and the Juntas Agrarias (agricultural cooperatives)—and those who worked in the Banana Company. The youth were from families organized according to traditional models, established hierarchically by sex and age. Using a semistructured model, nine interview sessions, each consisting of groups of three to five persons, were held. Interviews covered the person's: social situation, participation levels, awareness and action, motivations, specificity of participation, and perception of social structure. Findings included: both groups felt that they belonged to the lowest rung of the social scale; the young people were generally interested in participating in community activities through volunteer work; and structural changes perceived by the youth referred to the distribution of goods (mainly land), institutionalized credit, educational opportunities, housing, introduction of new technology, and some changes in the infra-structure (i.e., roads and trade facilities). (NQ)

**ED 131 958**

RC 009 517

Atcley, Thomas E.

**Navajo Health Authority, Board of Commissioners, Annual Report, June 1975.**

Navajo Health Authority, Window Rock, Ariz.

Pub Date Jun 75

Note—43p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Administration, \*American Indians, Ancillary Services, \*Annual Reports, Emergency Programs, Expenditures, \*Health Services, Interagency Cooperation, Medical Schools, \*Medical Services, \*Organizational Effectiveness, Program Effectiveness, Reservations (Indian)

Identifiers—\*Navajo Health Authority

The Navajo Health Authority (NHA) was created by the Navajo Tribal Council to guide and assist the Navajo people to improve their health and well-being. Its goals are to: (1) develop health manpower training programs appropriate to support the development of the American Indian Medical School and to meet the needs of the American Indians in staffing their health care systems; and (2) foster, guide and assist in the planning, development, cooperation and evaluation of a health service system for the Navajo people which will be exemplary and a model for the American Indian community. During the past year, NHA secured a land site at Shiprock, New Mexico, for the American Indian School of Medicine; organized a Governmental Liaison Committee with representation from all the major, health-related departments of the Federal government; initiated a Family Practice Health Center and Residency Training Program at Shiprock; and prepared the draft legislation for the establishment and funding of the American Indian School of Medicine. This annual report presents data on NHA's progress. Topics covered are: legislative and community liaisons, the Joint Interagency Liaison Committee, the Medical School Planning Committee, administration and support services, Office of Student Affairs, Native Healing Sciences, preventive medicine, family and community medicine, health education, nursing office, emergency medical services, and health statistics and research. (NQ)

**ED 131 959**

RC 009 518

Junqueira, Carmen

**The Brazilian Indigenous Problem and Policy: The Example of the Xingu National Park.** AMAZIND/IWGIA Document 13.

**International Work Group for Indigenous Affairs, Copenhagen (Denmark).**

Report No.—AMAZIND/IWGIA-13

Pub Date 73

Note—28p.

Available from—International Work Group for Indigenous Affairs, Frederiksholms Kanal 4A, DK 1220 Copenhagen K, Denmark (No. 13, \$1.00)

**Document Not Available from EDRS.**

Descriptors—Acculturation, \*American Indians, Change Agents, Cultural Environment, \*Cultural Isolation, \*Culture Conflict, Economic Factors, Foreign Countries, Government Role, Land Acquisition, \*Policy, Political Influences, \*Reservations (Indian), \*Socioeconomic Influences

Identifiers—\*Brazil, South America, Xingu National Park

Xingu National Park was officially set up in 1961 on the initiative of the Villas Boas brothers, whose intention was to afford shelter from economic expansion and its consequences in the form of disease and poverty to a certain number of still isolated tribes, and to give them the opportunity of being integrated gradually into the dominant society. At present about 1,500 Indians, belonging to several culturally and linguistically distinct groups, share this reservation. The members of these tribes leave them only temporarily to visit one of the two stations set up by the Villas Boas brothers, or to take part in a collective celebration in another village. Access to the Park is properly denied to settlers and missionaries. Although between 1955 and 1970 numerous changes in their favor had taken place, in 1971 Xingu was crossed by a road linking Brasilia with Manaus, against the will of the Villas Boas brothers, but with the approval of FUNAI (National Indian Foundation) and the entire government. Xingu will be the object of yet another road violation. Linking Salvador with Cuiaba, this road will cross the reservation at an even more critical point; it will cut off the bottom of an already seriously mutilated body. Finally, in addition to all this, the impending withdrawal of the Villas Boas brothers and their replacement by FUNAI personnel leaves little hope as to even the physical survival of a population relatively isolated from civilized people and unprepared for being integrated with them. (Author/NQ)

**ED 131 960**

RC 009 519

Sanders, Douglas Esmond

**Native People in Areas of Internal National Expansion: Indians and Inuit in Canada.** IWGIA Document 14.

**International Work Group for Indigenous Affairs, Copenhagen (Denmark).**

Report No.—IWGIA-14

Pub Date 73

Note—39p.

Available from—International Work Group for Indigenous Affairs, Frederiksholms Kanal 4A, DK 1220 Copenhagen K, Denmark (No. 14, \$1.00)

**Document Not Available from EDRS.**

Descriptors—\*American Indians, \*Culture Conflict, Developed Nations, \*Developmental Programs, Economic Factors, Eskimos, Government Role, \*Land Use, \*Legal Problems, \*Natural Resources, Policy, Site Development, Technological Advancement

Identifiers—\*Canada, Inuits

In the last few years there have been an increasing number of major development projects which have raised issues of native rights. The list includes the Bennett Dam, the Bighorn Dam, the James Bay project, the flooding of Southern Indian Lake, exploration and resource development in the Arctic and the Mackenzie valley pipeline. All these projects involve isolated areas with predominantly native populations. All involve projects designed to deliver energy resources to urban and industrial areas of North America. The purpose of this paper is to attempt a general analysis within which these geographically separated events can be understood. Focus is on the legal issues raised by the presence of native people in the areas where the projects are being undertaken. The paper deals with three propositions: (1) In North America the non-native community is in a period of internal national expansion into native areas; (2) It is characteristic of secondary periods of expansion in the United States and Canada that earlier patterns of native

policy will have been incompletely realized in the areas affected by the expansion; and (3) As regards native people, the contemporary non-native expansion has clear parallels with the earlier periods of non-native expansion. (Author/NQ)

**ED 131 961**

RC 009 520

Berdichevsky, Bernardo

**The Araucanian Indian in Chile.** IWGIA Document 20.

**International Work Group for Indigenous Affairs, Copenhagen (Denmark).**

Report No.—IWGIA-20

Pub Date 75

Note—37p.

Available from—International Work Group for Indigenous Affairs, Frederiksholms Kanal 4A, DK 1220 Copenhagen K, Denmark (No. 20, \$1.00)

**Document Not Available from EDRS.**

Descriptors—Agriculture, \*American Indians, Cultural Factors, Cultural Opportunities, Demography, Economic Factors, Ethnic Origins, Foreign Countries, History, \*Racial Discrimination, Reservations (Indian), \*Sociocultural Patterns, \*Socioeconomic Background, \*Subculture

Identifiers—\*Araucanians, Argentina, \*Chile, South America

One of the larger of the native peoples of South America, the Araucanians include different ethnic subgroups, some of which are now extinct. Once geographically spread extensively over the southern cone of South America, at present they are reduced to only two closely related groups: (1) the Mapuche of southern Chile, the largest one; and (2) the Argentinian Araucanians of the southwestern Neuquen province. These groups share the problems of misery, pauperization, unemployment and economic exploitation of the working masses of the Chilean people, especially of the peasantry to which class most of them belong. They are also the object of racial discrimination. Consequently, they are subject to a double exploitation. Although principally their problem is a socioeconomic one, it is aggravated by the racial discrimination against them; consequently, they also have problems of lack of ethnic freedom and absence of equal opportunities for cultural expression. With special emphasis on the large Chilean Mapuche group, this paper discusses the: origin and evolution of Araucanian society, traditional Araucanian culture and society, sociocultural changes in the reservation system, demographic aspect, impact of agrarian reforms, and counter agrarian reform and the Indian communities. (Author/NQ)

**ED 131 962**

RC 009 521

Lizot, Jacques

**The Yanomami in the Face of Ethnocide.** IWGIA Document 22.

**International Work Group for Indigenous Affairs, Copenhagen (Denmark).**

Report No.—IWGIA-22

Pub Date 76

Note—36p.

Available from—International Work Group for Indigenous Affairs, Frederiksholms Kanal 4A, DK 1220 Copenhagen K, Denmark (No. 22, \$1.00)

**Document Not Available from EDRS.**

Descriptors—\*American Indians, \*Culture Conflict, Economic Factors, Educational Opportunities, Foreign Countries, \*Futures (of Society), Health Conditions, \*Integration Effects, \*Racial Integration, Social History, \*Sociocultural Patterns

Identifiers—South America, Venezuela, \*Yanomamis

Spread between Brazil and Venezuela, the Yanomami occupy a dense forest region on the borders of Guyana, the northern parts divided up by grassy savanna. The Parima plain which forms the frontier between Brazil and Venezuela constitutes both the geographic centre and the place of origin of today's communities. The linguistic affiliation of these Indians has still to be determined; they might belong to the Carib stock. Yanomami territory is more or less contained between 4 degrees north and the equator on the one hand, and 62 degrees east and 66 degrees west on the other—the source of the Orinoco. The local communities vary in size largely according to their location. In the centre of the territory, they number at least 54 persons and no more

than 150; in the south, they number at least 100 and can reach 250 residents. This report discusses the situation of the groups of the Upper Orinoco and adjacent rivers. Covering the period between 1966 and 1975, this report discusses: (1) the effects of missionary action on the economy; (2) the social system; (3) the "La Esmeralda" Children's Boarding School; (4) the sanitary and demographic problems; and (5) why the present methods of integration are bad, what they inevitably lead to, and what it is possible to do in the future. (Author/NO)

**ED 131 963 95 RC 009 522**

*Valverde, Leonard A.*

**Segregation, Desegregation, and Resegregation of the Spanish-Surname Student in the United States.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Aug 76

Contract—NIE-P-76-0163

Note—41p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Bias, Change Strategies, Cubans, Defacto Segregation, Dejure Segregation, \*Discipline, Discriminatory Attitudes (Social), Elementary Secondary Education, Integration Litigation, \*Integration Methods, Latin American Culture, Mexican Americans, Promotion (Occupational), Puerto Ricans, Racial Integration, Racial Segregation, \*School Integration, \*School Segregation, \*Spanish Speaking, Student Distribution, Student Enrollment, Student Teacher Ratio, Suspension

Identifiers—Chicanos, Spanish Surnamed

Since the birth of school integration efforts in America, the mixing of children of different races and ethnicities has gone through segregation, desegregation, and resegregation. Just as the popular misbelief was that Black Americans were segregated in the South where they numerically concentrated and rarely in the North, so too the stereotypical view is that Mexican Americans are segregated in the Southwest only. The fact is that Chicanos are still habitually separated in the Northwest, Midwest, and Great Plains states. But the school segregation of the Spanish speaking population goes beyond Chicanos; it extends in numerical and geographical scope with the addition of Puerto Ricans in the Northeast, Cubans in the Southeast, and Latin Americans pocketed throughout the country. Because of the national magnitude and major impact segregation has on this population and the proportional void of recorded literature on desegregation affecting Latinos in the United States, this paper identifies resegregation processes occurring in multi-ethnic/multicultural settings in the United States where Spanish speaking students are concentrated. Topics discussed are: (1) incidence of ethnic intraschool isolation, (2) minority student discipline, (3) Spanish-surname teacher/administrator distribution, (4) selection and promotion as they impact on school and classroom environment, and (5) possible intervention strategies of a general nature. (Author/NO)

**ED 131 964 95 RC 009 523**

*Serrano, Rodolfo G.*

**Desegregation in the South San Joaquin Valley.**

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Educational Equity Group.

Pub Date Aug 76

Contract—NIE-P-76-0518

Note—32p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, Bilingual Education, Educational Improvement, Educational Legislation, \*Educational Problems, \*Ethnic Groups, Family Income, \*Integration Litigation, Maps, Mexican Americans, Negroes, \*Racial Integration, \*School Integration, Student Enrollment

Identifiers—\*California (Kern County), \*Chicanos

Notably isolated from the large metropolitan centers by geography and predominantly agricultural in its economy, Kern County is California's third largest county in land area. About one-third of the county is situated on the flat valley floor at the extreme southern end of the San Joaquin Valley. The area relies heavily on Chicano and Black manual labor. The educational background and mean annual income is low. On a county level, the median income in the county is \$11,925 and

the median school years completed is 12.1. The disparity in educational attainment, type of employment, and income level for ethnic minorities is evident, and to the ethnic minorities, it is a continuing source of aggravation. This is a major problem because the minorities see it as a part of an unwritten plan that does not allow any possibility for their own betterment. To the Chicanos and Blacks in the area, employment is related to education which in turn is related to income. The issue of school segregation in this rich agricultural land has recently reached a new level of concern. This paper reviews the status of desegregation/integration in Kern County, identifies the desegregation problem areas in the county, and offers some suggestions for the improvement of this desegregation/integration problem area. (Author/NO)

**ED 131 965 RC 009 524**

*Slesinger, Doris P.*

**An Examination of the Concept of Social Integration as Related to Preventive Medical Care in Poverty Families in Rural and Urban Areas.**

Pub Date 28 Aug 76

Note—31p.; For related document, see ED 113 106. Paper presented at the Annual Meetings of the Rural Sociological Society (New York, New York, August 28, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, \*Child Care, \*Economically Disadvantaged, Family Income, Family Influence, Health, Health Insurance, Infants, Medical Services, \*Mother Attitudes, Parental Background, \*Preventive Medicine, Rural Areas, \*Rural Urban Differences, Social Behavior, \*Social Integration, Socioeconomic Status, Urban Areas

Identifiers—\*Wisconsin

Based on an in-depth study of 125 mothers of young infants in both urban and rural areas of Wisconsin, this study analyzed the utilization of preventive medical services for the infant. The hypothesis that "mothers who are more socially integrated will be more likely to use preventive medical services than those who are less integrated, controlling for socioeconomic status" was tested. Ninety-one urban and 34 rural mothers were interviewed when their babies were approximately 3-months old. Data were obtained on the mother's state of health, attitudes and feelings toward her life, use of the system for both well and sick care for herself and her infant, happiness, social activities, who she called on for help with the baby, and contacts with friends and relatives. Items were basically of three types: baby's preventive medical services—baby physical checkup since leaving the hospital (diphtheria, pertussis, tetanus, and polio shots received); social integration item—family and secondary ties; and background characteristics—residence, mother's education, family income, poverty level of family, whether the mother had private health insurance, medicaid, or no health insurance. Findings included: the hypothesis was not confirmed; rural-urban differences emerged which seemed to be related to availability and accessibility of services; and mother's education was the only factor which helped explain utilization patterns. (NO)

**ED 131 966 RC 009 525**

*Erlanger, Howard S., Persily, Fred*

**Strangeness, Machismo, and Gang Violence. Institute for Research on Poverty Discussion Papers 362-76.**

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Report No.—IRP-DP-362-76

Pub Date Sep 76

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Activism, Anti Social Behavior, Conflict Resolution, \*Cultural Traits, Culture Conflict, Identification (Psychological), \*Juvenile Gangs, \*Mexican Americans, Peer Acceptance, Peer Relationship, Political Influences, Political Power, Self Concept, Social Action, Social Change, Subculture, \*Values, \*Violence

Identifiers—\*California (East Los Angeles), \*Chicanos, Machismo

In considering whether subcultural values were associated with violence, it was critical to determine both the precise content of such values and

the way in which the subculture interacts with structural forces to affect the level of violence. Based on interview and observational materials, this qualitative study examined the role of "machismo" and the incidence of gang violence in the Chicano "barrios" of East Los Angeles, under two structural circumstances—the more common state of disenfranchisement and the conditions of the late 1960s and early 1970s in which a strong locally based political movement existed. More than 25 open-ended interviews were conducted with Chicano males, aged 15-30, who lived in one of the East Los Angeles barrios and who currently participated or had participated extensively in gang activity. For all the Chicanos interviewed, "machismo" meant "having courage", "not backing down", or "being ready to fight". However, violence in itself was not directly a "machismo" trait. Estrangement fostered a strong identity with the peer group in the barrio, because the peer group was the most readily available source of identity. This resulted in a strong sense of turf, which in turn greatly increased the potential for conflict and thus for violence. The change in group identity and in the incidence of violence occurred in the period from late 1967 to early 1972, when a strong locally based political movement succeeded in greatly reducing the level of estrangement. (NO)

**ED 131 967 32 RC 009 526**

*Oliver, Barbara Ed.*

**1976 Migrant Education. [North Carolina] State Evaluation Report.**

North Carolina State Dept. of Public Instruction, Raleigh. Div. of Compensatory Education.

Spons Agency—Office of Education (DHEW), Washington, D.C. Office of Programs for the Disadvantaged.

Pub Date Oct 76

Note—99p.; For related document, see ED 116 836

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Academic Achievement, Ancillary Services, Community Involvement, Demonstration Programs, Elementary Secondary Education, Interagency Cooperation, Interstate Programs, \*Migrant Education, \*Program Evaluation, \*State Programs, Student Enrollment, \*Summer Programs, \*Supplementary Education

Identifiers—\*North Carolina

North Carolina established programs and projects designed to meet the special educational needs of migrant children and coordinated them with similar agencies. During the 1975-76 school year, the migrant program's priorities were program continuity, regular school term and summer projects for interstate and intrastate migrants, staff development activities, the Migrant Student Record Transfer System, migrant education program support team, and mobile vocational instructional program. These priorities were met through the implementation of 60 projects administered indirectly through 35 local education agencies. During the year, 11,379 migrant children were served. Emphasis of regular school term projects was to supplement and reinforce instruction in language arts and mathematics for elementary school students. Summer programs provided a full range of instructional and supportive services. All projects used some type of achievement measurement to document attainment of major project objectives. Overall, the program was meeting its objectives. Using project evaluations, test data, and monitoring reports, this 1976 evaluation report was prepared. Data covered include: children served, grade placement, instructional and supportive services, program coordination, staff utilization, community involvement, dissemination, interstate planning, testing results, exemplary programs, and state and local education agencies program management. (NO)

**ED 131 968 RC 009 527**

*Backiel, Marcia Lee*

**Comparative Study of Attitudes Toward the Meaning of the Term "Outdoor Education" as Viewed by Selected Members of the American Association of Health, Physical Education and Recreation's Council on Outdoor Education and Camping in 1968 and 1975.**

Pub Date Jun 76

Note—53p.; For related document, see ED 050 877

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Attitudes, \*Change Agents, Changing Attitudes, \*Comparative Analysis, \*Definitions, Faculty, \*Followup Studies, Graduate Students, Literature Reviews, Organizations (Groups), \*Outdoor Education, Professional Associations, Questionnaires, Vocabulary

In 1968, 107 members of the AAHPER Council on Outdoor Education and Camping were surveyed to determine their attitudes toward the meaning of the term "outdoor education". Using the same rating sheet, this survey determined the Council members' present attitudes. An influence questionnaire was also designed to investigate the influence of people, places and events on the 1975 attitudes. A rating sheet and an influence questionnaire were mailed to 100 of the 107 members; 71 were returned. The raw data of the rating sheet was submitted to two factor analytic programs. Twenty-five significant factors which were statistically insignificant were identified. Since the 1968 population had only three factors, it was concluded that there seemed to have been an influence exerted upon the population causing the attitudes to change significantly enough so as to negate the validity of the rating sheet. Kendall's coefficient of concordance was used on the raw data from the influence questionnaire. It was found that the respondents did not significantly agree on influences upon their attitudes. Based on sex, faculty status and council membership, the respondents were divided into three sets of mutually exclusive subgroups. None of the six coefficients were statistically significant indicating that the influences upon the attitudes were very diversified. Results of both instruments supported each other. From the data, it was not possible to distinguish what the population discerned as the meaning of "outdoor education". (Author/NQ)

**ED 131 969** RC 009 528

Vantine, Larry

Teaching American Indian History: An Interdisciplinary Approach. (A Curriculum Guide).

Pub Date Sep 76

Note—147p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

**Descriptors**—American Indian Culture, \*American Indians, Cross Cultural Studies, Cultural Awareness, Cultural Interrelationships, \*Culture Conflict, \*Curriculum Guides, Government Role, Instructional Materials, Integrated Activities, \*Interdisciplinary Approach, Policy Formation, Reservations (Indian), \*Resource Materials, Social Studies Units, Summative Evaluation, Treaties, Tribes, \*United States History, Unit Plan, Values

Utilizing an interdisciplinary approach, anthropological and historical, this curriculum guide provides activities and instructional objectives which are "value-oriented". Emphasis is on Indian values, their cultural relativity, and their comparison with Euro-American concepts. An inventory of the values held by both groups allows the student to better understand what specific values American Indian policy attempted to change, reasons or justification for the direct changes, and why most of the programs consequently failed to accomplish their objectives. Each unit includes some general objectives, an outline, points to emphasize, activities (i.e., map assignments, oral and written reports, panel discussions, and charts), and listings of instructional aids and student and teacher resources. Units cover the prehistory of the American Indian; Indian cultures East and West of the Mississippi; early relations between Indians and Europeans; Native responses to the colonial policies and the revitalization movements East and West of the Mississippi; formation of early United States government Indian policy; Indian removal; conquest and confinement in the Plains and the Far West; the Peyote religion; the Dawes Act; Indian reform and the Indian Reorganization Act; Indian policy after World War II (termination); and contemporary Indian society. Suggested diagnostic and summative evaluations are given. (NQ)

**ED 131 970** RC 009 530

Reich, Michael S.

A Comparison of Scholastic Achievement of Mexican-American Pupils in Regular and Bilingual Groups in a Chicago Public Elementary School, [1974-75 School Year].

Pub Date 75

Note—30p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors**—\*Academic Achievement, \*Bilingual Education, Bilingual Students, Charts, \*Comparative Analysis, Elementary School Students, \*Grade Equivalent Scores, Language Arts, \*Mexican Americans, Public Schools, Reading Achievement, Social Studies

**Identifiers**—\*Illinois (Chicago)

Of the 47,000 bilingual pupils enrolled in the Chicago public schools, 39,000 were Spanish speaking. Many of these Spanish speaking students were in special bilingual programs. The success of one of these bilingual programs was evaluated by comparing two groups of Mexican American elementary pupils in the same school. One group was comprised of 14 pupils who attended regular classes. The bilingual group was comprised of 15 pupils whose knowledge of English was extremely weak. The same teachers worked with both groups, each teaching one or more subject areas. The students' grades in eight subjects (reading, math, speaking, listening, writing, spelling, science, and social studies) were analyzed at the beginning and end of one school term. In four areas (speaking, listening, spelling, and science), the mean grade of the regular group was higher at the beginning of the term. However, by the end of the term, the mean grade of the bilingual group exceeded that of the regular group in these same subjects. Data showed that the grades of the bilingual group improved to a greater degree than the grades of the regular group in every subject area. In the regular group, slight or moderate over-all grade increases occurred in three subjects, no change occurred in two subjects, and slight decreases resulted in three subjects. In the bilingual group, grades improved moderately to substantially in all eight subjects. (NQ)

**ED 131 971** RC 009 536

Ninomiya, Tetsuo

The Consequence of Economic Growth for Human and Natural Resource Development: Case Study in Japan.

Pub Date Aug 76

Note—18p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Agriculture, \*Case Studies, Community Characteristics, Cultural Factors, \*Depleted Resources, Economic Factors, Foreign Countries, \*Industrialization, Natural Resources, \*Rural Areas, Urbanization, Water Resources

**Identifiers**—Japan, \*World Congress of Rural Sociology (4th)

Before being included in Kanazawa City in 1954, all villages in the Yasuhara district of Japan might have been called model village communities, for these farming communities were built around common utilization of naturally-flowing ground water, and the rice farmers worked communally exhibiting principles of closeness and equality. When Yasuhara was included in Kanazawa City, the natural balance between the urban and rural society was disturbed, and the natural environment was destroyed. Some 350,000 square meters of farm land were diverted to factory use via construction of a large scale M. apartment development (1969), a dye work factory (1969-70), and a factory complex (1971-74). As urbanization progressed, the water supply began to decrease, since Yasuhara and neighboring districts were using air conditioning in offices and homes and the factories were using large quantities of water for industry. As a result, many professional farmers were forced to take side jobs and the village community consisting of farmers was destroyed. In its place, a community composed of an industrial system, an urban system, and an agricultural system was established. Yasuhara district is only one of many rural districts currently suffering from Japan's 1960-70 policy of intensified industrialization and the resulting imbalance between nature and man. (JC)

**ED 131 972** RC 009 537

Bould-Vantil, Sally

Social Stratification and Rural Economic Development. Lessons from the Anti-Poverty Programs in the United States.

Pub Date Aug 76

Note—25p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—\*Economically Disadvantaged, Evaluation, Federal Government, Local Issues, Occupational Mobility, Policy Formation, \*Political Influences, \*Poverty Programs, Rural Development, \*Rural Population, Social Mobility, \*Social Stratification

**Identifiers**—\*United States, \*World Congress of Rural Sociology (4th)

Four kinds of U.S. anti-poverty programs were analyzed in terms of their impact upon the rural poor. Examination of 13 rural Community Development Corporations (CDC) in terms of prior and present poverty of non-manager employees indicated the effect of these programs was one of merely changing the source of income rather than the stratification system, since the unemployed simply became employed in low skill, low wage jobs. A 1971 evaluation of five rural Concentrated Employment Programs indicated such programs could be characterized as manpower training for low wage work, since local institutions impeded the influx of competing industries and migration became necessary for workers to obtain adequate wage jobs utilizing their new skills. Critics have suggested that Nixon's proposed Family Assistance Plan failed because the Southern politicians recognized the fact that it was a program designed to affect the majority of the rural poor, particularly the rural black, and would, therefore, threaten the Southern status quo. Examination of rural cooperatives indicated that local business and political leaders generally opposed such efforts in order to maintain the status quo and that these same people also influenced funding. It was concluded that rural economic development programs must somehow circumvent the influence of those high on the stratification ladder. (JC)

**ED 131 973** RC 009 538

Panchanadikar, K. C. Panchanadikar, J.

Social Stratification and Mobility in a Rural Community (Mahi) in Gujarat, India.

Pub Date Aug 76

Note—23p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

**Descriptors**—Adults, \*Case Studies, Caste, \*Change Agents, Cooperatives, Economically Disadvantaged, Foreign Countries, Government Role, Politics, Rural Development, \*Rural Population, \*Social Stratification, Social Structure, \*Socioeconomic Status, Students, Voluntary Agencies

**Identifiers**—India (Gujarat), \*World Congress of Rural Sociology (4th)

Analyzing the interaction between factors that are stable and factors that initiate change re: promotion of social mobility or crystallization of existing social stratification, this paper presents a case study of Mahi, a rural village in Gujarat, India. Utilizing data derived from two field studies (1961-1962 and March 1967-June 1967), the stable factors are analyzed in terms of the regional ethnolinguistic setting, the sub-regional ecology, and the caste composition of community settlements; the variables which initiate change are analyzed in terms of governmental measures, voluntary association enterprise, and government aided voluntary assistance. Mahi's socioeconomic characteristics are presented in narrative and tabular form and include: caste distribution of adult and student population and occupations; landed and landless households of agriculturalist and non-agriculturalist castes; and land distribution by size of holding and by class category. The political scene in Mahi, before and after introduction of the three tier rural local self-government known as Panchayati Raj (1963), is analyzed in terms of caste and class influence upon the three Mahi cooperatives and the seats filled in the seven Panchayats. In general, this paper indicates that India's established social stratification system has been altered somewhat by governmental policy but that poverty is manifest across all caste lines. (JC)

**ED 131 974** RC 009 539

Rosen, Sheldon

School Desegregation and the Chicano Community.

National Inst. of Education (DHEW), Washington, D.C.

Report No.—NIE-P-76-0261

Pub Date 76

Note—104p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

## 114 Document Resumes

**Descriptors**—Adjustment (to Environment), Colonialism, Community Agencies (Public), Court Litigation, Defacto Segregation, Dejure Segregation, Futures (of Society), Health, Housing, Integration, Litigation, Integration Readiness, \*Mexican Americans, \*Political Influences, Public Policy, \*Racial Segregation, School Integration, \*School Segregation, Social History, \*Socioeconomic Influences  
**Identifiers**—\*Chicanos

A profile of Chicanos on the basis of key indicators of socioeconomic and political status reveals remarkable gaps between them and the Anglo segment. Chicano incomes are much lower, their educational attainments are inferior, their occupational range is narrow and unfavorable, and their returns on educational attainments are lower. Finally, their access to policy making is negligible. These patterns of political, economic, and social exclusion are the result of the historical application of the mechanisms of internal colonialism. The intentional isolation of Chicanos in the public schools of both the rural and urban Southwest has been a pervasive feature of the region's educational systems for many decades. This educational segregation, whether de jure or de facto, is sustained by official policies and institutional arrangements. This paper outlines the public practices that limit desegregation efforts in communities with large Chicano populations and suggests which community types are most susceptible to attempts at integration. The paper also explores the historical and current consequences for Chicanos of their subordinate ethnic status, and their evolutionary role as a forcibly included population; examines present patterns of social, economic, and political marginality characteristic of Mexican American society; analyzes the mechanisms of internal colonialism; examines the population's adaptive responses to its status as an internal colony; and discusses future problems and implications for public policy. (Author/NQ)

**ED 131 975 RC 009 547**

Ryvkins, Rozalina Vladimirovna

**Traditional and Urbanistic Values of Rural People and Their Relationship to Community of Residence.**

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—24p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976). Not available in hard copy due to small print size of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Attitudes, Foreign Countries, \*Housing, \*Job Satisfaction, Needs, Rural Population, \*Rural Urban Differences, Social Services, Urbanization, \*Values, Work Attitudes  
**Identifiers**—\*USSR (Novosibirsk), \*World Congress of Rural Sociology (4th)

The "urbanization level" in the attitudes of the rural population (#2,000) in Novosibirsk province in the USSR was examined in terms of the relationship of values, needs, and preferences between the typical or "traditional" rural orientation and that of the typical urban orientation. The concepts of "traditional orientation" and "urbanistic orientation" were operationalized via attitudinal responses indicating like or dislike for rural or urban features. The criteria established for rural values were: natural conditions; calm pace of life; private economy; farm work; and habitual human relations. The criteria established for urban values were: strictly regular working hours; facilities for leisure; shopping facilities; public utilities; and transportation. Data were analyzed in terms of: valuations given to urban and rural life (likes and dislikes for city and country); valuations of work performed (degree of content and working hours); and preferences re: various kinds of dwellings (objective differentials and content). Results indicated: value of peace, nature, and private economy among residents of all types of communities; disparity between objective dwelling differentials and the degree of content with dwellings (the more urbanized areas complained more); work satisfaction by 77% of the respondents. (JC)

**ED 131 976 RC 009 550**

Stapleton, Lilia And Others

**Alianza Bilingue Cultural Progress Inventory. Revised September 1976.**

ABC Unified School District, Cerritos, Calif.

**Pub Date Sep 76**

Note—160p.; Not available in hard copy due to extensive use of colored paper in original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Achievement, \*Bilingual Education, Check Lists, Continuous Progress Plan, \*Educational Objectives, English (Second Language), Guides, Language Development, Linguistic Performance, \*Management Systems, Reading Readiness, \*Second Language Learning, Spanish, \*Student Evaluation, Ungraded Elementary Programs, Verbal Development

The continuum was developed to provide: (1) a uniform measure of student progress and (2) a progress inventory of the ABC Unified School District's Bilingual Multicultural Program. Six components of the Bilingual Multicultural Curriculum are considered in this management system: Spanish Oral Language Development Objectives, Spanish Reading Readiness Objectives, Spanish Reading Objectives, English Oral Language Development Objectives (ESL), Spanish as a Second Language Objectives, and Multicultural Objectives. A non-graded approach is used in order to provide for individual differences. However, grade levels, K-6, are identified in the multicultural component. In utilizing the management system, the teacher should be aware that objectives and subobjectives are identified within each component. A check-off sheet for each is also provided. (NQ)

**ED 131 977 RC 009 551**

Vigil, Maurilio E.

**Hispanos and the Governorship in New Mexico.**

Pub Date 28 Apr 76

Note—32p.; Paper presented at the Annual Meeting of the Western Social Science Association (Phoenix, Arizona, April 28-May 1, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Elections, Government (Administrative Body), Mexican Americans, Political Affiliation, Political Influences, Political Issues, \*Politics, \*Public Officials, Public Opinion, \*Spanish Americans, \*State Government, State Officials  
**Identifiers**—\*New Mexico, State Governors

New Mexico's Hispanos have long participated actively in every facet of state politics—party work, candidacy, office holding, and voting. Yet, they have not shared the political rewards commensurate with political importance in state politics. The 1974 election of Jerry Apodaca as New Mexico's twenty-third Governor marked only the third time, and the first in recent history, when an Hispano achieved the state's highest elective executive office. The 1940, 1948, 1968, and 1974 governor elections which saw a popular Anglo facing a popular Hispano were compared. This report discusses: (1) the electoral circumstances that made an Apodaca victory possible; (2) the way the circumstances differed from previous efforts by Hispanos; and (3) the long-term implications for New Mexico politics that can be drawn from Apodaca's victory. By comparing the key electoral variables present, the campaign strategy, and the election returns, the fallacy in traditional axioms about New Mexico politics, primary of which has been the axiom that an Hispano could not win for Governor in the state, was illustrated. (NQ)

**ED 131 978 RC 009 552**

Jimenez, Randall Cosme

**Pre-Columbian Curriculum Motivators: An Approach to Bi-cultural Instruction.**

Pub Date 75

Note—266p.; Ed. D. Dissertation, University of California, Berkeley

Available from—Chicano Studies, Loyola Marymount University, Loyola Boulevard at West 80th Street, Los Angeles, California 90045 (\$20.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Bibliographies, \*Bilingual Education, Cross Cultural Studies, \*Cultural Awareness, Cultural Factors, Curriculum Development, Discovery Learning, Doctoral Theses, Elementary Secondary Education, \*Integrated Curriculum, Interdisciplinary Approach, Latin American Culture, \*Learning Motivation, \*Mexican Americans, Mythology, Spanish Culture, \*Unit Plan, Western Civilization  
**Identifiers**—Chicanos, \*Pre Columbian Culture

A process that could facilitate a cross-cultural learning environment was designed. The process involved (1) developing motivational devices using an historical selection process that incorporated a "significant difference", evaluated reconstructed historical materials, devices that prevent a "past-present" dichotomy, directional and enculturative mechanisms, and designs for internalizing conceptual perspectives and thought systems; (2) creating a deliberate curriculum design which integrated those multi-cultural learning systems that best facilitated the teaching-learning environment in which the motivator was to be applied; and (3) setting up evaluation and accountability mechanisms through the use of instructional objectives and thought process variation. Most of the units were field-tested in grades K-12. Although all the units use Pre-Columbian, Meso-American materials and concepts, each unit has a basic focus in a discipline, i.e., history, social science, mathematics, fine arts, and language arts. Each unit has an accompanying bibliography and sample activities or backup materials. Units are: (1) Patolli, a Game of Strategy (English and Spanish versions); (2) Pre-Columbian Map Games; (3) Meso-American Man and the Domestication of Plants-Juego de Maiz; (4) Design Unit (English and Spanish); (5) Mythology (English and Spanish); (6) "Atl Atl" (TM) Unit; and (7) Calendar Unit (English and Spanish). (NQ)

**ED 131 979**

Gvozdeva, Galina Petrovna

**Trends in Time Utilization by Rural Population of the U.S.S.R.**

USSR Academy of Sciences, Novosibirsk.

Pub Date Aug 76

Note—23p.; Not available in hard copy due to small print size of original document. Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Comparative Analysis, Expenditures, Foreign Countries, \*Leisure Time, Longitudinal Studies, Manpower Utilization, Rural Development, \*Rural Population, Rural Urban Differences, \*Social Systems, Socioeconomic Influences, \*Time, \*Trend Analysis, \*Working Hours  
**Identifiers**—\*USSR, World Congress of Rural Sociology (4th)

Main changes in time utilization by rural population of the U.S.S.R. resulting from the socialist reconstruction of agriculture and rural social development were analyzed. Time expenditures of ruralites on different activities in the 1960s and 1970s were compared to those in the 1920s and 1930s. The following indicators were analyzed: (1) total work load on a rural inhabitant, dynamics in work load differentiation among men and women, work distribution between public sector, private economy and housework, seasonal character of the rural people's work load; (2) amount of free time and its dynamics; and (3) free time structure of rural people in comparison to urbanites. The instrument and data source was the time budget. It was found that the reduction of overall work load of the rural worker was going on concurrently with the increase of work expenditures in the public production sphere. The process of redistribution of a part of the work load from women to men had not so far led to their leveling off in work duration. To date rural-urban differentiation by amount of free time and work load persisted. Taking into consideration work expenditures in private economy and housekeeping, the rural worker worked on the average of 1 to 1.5 hours more a day than the urban worker. It was concluded that there was a necessity to secure an integrated character in time budget studies in order to obtain a complete picture of factors determining differences in time utilization. (Author/NQ)

**ED 131 980**

Tash, Steven, Comp. Nupoll, Karin, Comp.

**La Raza: A Selective Bibliography of Library Resources.**

California State Univ., Northridge. Univ. Libraries.

Pub Date 73

Note—364p.

**EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage.**

**Descriptors**—Agricultural Laborers, Art, Autobiographies, \*Bibliographies, Bilingualism,

**Biographies, Civil Rights, Cultural Background, Economic Factors, Folk Culture, Geography, Housing, Immigrants, Instructional Materials, Law Enforcement, Life Style, Literature, Mexican American History, \*Mexican Americans, Music, Newspapers, Periodicals, \*Reference Materials, Religion, \*Sociocultural Patterns, \*Socioeconomic Influences, Theater Arts**

**Identifiers—**\*Chicanos

Intended to aid students and faculty to know about the Chicano experience, this bibliography cites 3,173 sources, covering the period between 1878 and 1972, found at the California State University library. Because of the interdisciplinary nature of the Chicano experience, the materials have been arranged according to the Library of Congress list of subject headings: Reference Materials, Agricultural Labor, Art Forms, Biography and Autobiography, Chicano Life Style, Civil Rights, Economic Conditions, Education, Folklore, Geography, Health, Historical Emergence of the Chicano, Housing, Immigration, Language Study and Bilingualism, Law Enforcement, Literature, Mexico, Multimedia Materials, Music, Newspapers and Journal Resources, Political Rights, Religion, and Theater Arts. The bibliography lists various information formats such as books, periodicals, microforms, government documents, records, pamphlets, and filmstrips under each subject heading. An author index is provided. (NO)

**ED 131 981**

RC 009 561

**Your Children - Sus Ninos; Your Schools - Sus Escuelas.** Centennial School District, San Luis, Colorado, June 1976.

Centennial School District R-1, San Luis, Colo.

Pub Date Jun 76

Note—22p.; In Spanish and English

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Advisory Committees, Bilingual Education, Boards of Education, Committees, Community Involvement, Educational Accountability, Federal Programs, Organizations (Groups), \*Parent Participation, \*Parent School Relationship, Rural Education, \*School Community Cooperation, \*Spanish Speaking, Urban Education

**Identifiers—**Centennial Colorado School District, Colorado (San Luis)

Do you feel that schools are only for teachers, principals, and people who have special training in education? Well, Centennial schools need help from parents. You don't need any special skills or training. All you have to do is care about making schools better places for children to learn. How can you help your children's schools do a better job? The various committees which give parents a voice about what happens in their schools are a good way for you to help. This bilingual guide discusses some of these committees. The Accountability Committee is responsible for finding out how good a job the district is doing in educating your children and how the quality of education can be improved. Advising the Board of Education on the district's Title I programs, the Title I Advisory Council participates in the planning of the Title I budget and educational program. The Board of Education is responsible for: making and enforcing rules for the whole district; hiring the school superintendent, and approving all money spent by the schools. The Bilingual/Bicultural Community Committee is involved in designing the Bilingual-Bicultural Program, screening the teachers and aides, and evaluating the program. The School Community Council, an advisory committee to the Urban/Rural School Development Program, participates in the planning and decision-making of Urban/Rural projects; has authority in the screening, hiring, and firing of the staff; and has final authority along with the Board of Education in determining how funds will be spent. (NO)

**ED 131 982**

RC 009 563

**Baker, Edward Draper, Jr.**

**Change in Leadership Behavior Attitudes Effected by Participation in Basic Courses at the National Outdoor Leadership School.**

Pub Date May 75

Note—67p.; M.S. Thesis, Pennsylvania State University

Available from—Inter-Library Loan, Pennsylvania State University, University Park, Pennsylvania 16802

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Academic Achievement, Age Differences, \*Attitudes, Behavior, \*Hypothesis Testing, \*Leadership, Masters Theses, \*Outdoor Education, Post Testing, Pretesting, Student Characteristics, Student Experience, \*Student Participation

**Identifiers—**Leadership Opinion Questionnaire, \*National Outdoor Leadership School

Hypothesizing that positive change in students' attitudes concerning leadership behavior would result from participation in a basic level five-week course at the National Outdoor Leadership School (NOLS), 80 student participants (16 years or older) were pre- and post-tested for attitudinal change. Using the Leadership Opinion Questionnaire (LOQ), the subjects were tested on the first day of the course and again five weeks later at its conclusion. To establish a baseline criterion with which comparisons could be made, the leadership instrument was also administered to the NOLS Director, General Manager, and Assistant General Manager, and a NOLS Staff Model was established which provided a leadership norm of high in consideration and average in structure. Subjects were classified by course, type of expedition (wilderness, mountaineering, or biology), age group, education level, previous camp experience, and age. Data were analyzed according to these characteristics by applying a t-test for paired samples, using pre- and post-course scores. Results indicated there was no positive change in the students' attitudes toward leadership behavior; a decrease in consideration scores among those who had graduated from college, had had previous camp experiences, and had participated in the Wilderness Expedition. It was suggested that the results might have been different had the subjects been tested at a later date. (JC)

**ED 131 983**

RC 009 564

**Conrad, Michelle**

**A Comparison of Children's Learning Under Different Program Structures in a Resident Outdoor School.**

Pub Date May 75

Note—120p.; M.S. Thesis, Pennsylvania State University

Available from—Inter-Library Loan, Pennsylvania State University, University Park, Pennsylvania 16802

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**\*Comparative Analysis, Control Groups, \*Decision Making, \*Educational Objectives, \*Elementary School Students, Experimental Groups, Grade 5, \*Learning Activities, Masters Theses, \*Outdoor Education, Post Testing, Pretesting, Residential Schools

**Identifiers—**\*Stone Valley Outdoor School PA

Hypothesizing that students who were given the opportunity to choose their learning activities in a residential outdoor education school (Stone Valley, Pennsylvania) would more readily attain the behavioral objectives of those activities, 68 fifth grade students participating in a four-day residential outdoor education program were divided into a control (N=32) and an experimental (N=36) group. Planned by classroom teachers, the Outdoor School Director, and the investigator, the same objectives and learning activities (water ecology, forest plants, a graveyard trip, and survival simulation) were scheduled in such a way that the control group had only one choice of activity, while the experimental group was offered four different activity choices during each of the two, two-hour daily activity periods. A written, objective test consisting of 10 questions based upon the activity objectives was administered to the subjects in their classrooms during the week before and after the outdoor school experience. Comparisons were made between: the entire control group and the entire experimental group; the entire control group and members of the experimental group participating in the activity for which objectives were tested; and pre- and post test scores within each group. Results indicated no significant differences between the control and experimental groups, although both groups demonstrated significant learning. (JC)

**ED 131 984**

RC 009 566

**Chege, Fred Wa And Others**

**Small Farmers on the Move: Results of a Panel Study in Rural Kenya.**

Pub Date Aug 76

Note—44p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Agriculture, Comparative Analysis, \*Evaluation, Extension Education, \*Farmers, Foreign Countries, Information Dissemination, Information Sources, \*Innovation, \*Rural Population, \*Socioeconomic Status, Surveys

**Identifiers—**\*Kenya (Tetu), \*World Congress of Rural Sociology (4th)

To determine the degree of inequity operative between more progressive and less progressive farmers in Tetu, Kenya, baseline data from a 1970 survey of randomly selected farmers (N=354) were compared with data derived from a 1973 survey of 341 of the same respondents. Using the 1970 criteria for progressiveness (most progressive, upper middle, lower middle, and least progressive), the socioeconomic status of Tetu farmers was examined for 1973 in terms of total and agricultural income; average number of laborers in different types of employment; percent owning selected household items; percent giving at least one child primary or secondary education; mean number of extension contacts; and frequency of visits to a Farmer Training Center. Indicators used to examine inequities were: diffusion of innovations; quality of innovations; scale at which farmers innovated; farm size; and sources of information. Results indicated considerable disparity between the socioeconomic status of the progressive and the less progressive farmer; rapid diffusion of hybrid maize and grade cattle; no discernible deterioration in the quality of innovation or the scale of operations as the less progressive farmers adopted; greatest increases in farm size among the smallest farmers; and no discernible monopolization of information sources by the more progressive. (JC)

**ED 131 985**

RC 009 567

**Gill, Titi Gill, Howard**

**New Zealand: A Non-Traditional Rural Society.**

Pub Date Aug 76

Note—22p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Academic Achievement, Comparative Analysis, Economic Factors, Females, Foreign Countries, Income, Life Style, Males, \*Rural Areas, \*Rural-Urban Differences, Social Differences, \*Social Stratification, \*Surveys, \*Synthesis

**Identifiers—**\*New Zealand, \*World Congress of Rural Sociology (4th)

As a whole, rural New Zealanders are not deprived relative to the urban population, but the differences within New Zealand's rural population are as great if not greater than those among the urban population. A summary of studies on the pattern of social stratification reveals: (1) there is little tradition in New Zealand of separation of land ownership from farm operation with proprietorship being four times greater in the countryside; (2) agriculture dominates male employment in rural areas and in both urban and rural areas about 55% of the male workforce is manually employed; (3) 1971 census information on Canterbury Province shows the mean male income to be similar in rural and urban areas, though the spread of income level is greater in the country; (4) the educational level attained by rural residents compares favorably to that of urban residents; (5) a North Canterbury survey of female views on rural life indicates satisfaction among the majority with rural residence, increased satisfaction with distance from town, a higher preference for rural location among the entrepreneurial than the manual group (groups based on reference to husband's occupation), little influence of rural "disadvantages" on the preference for rural residence, and differences between the entrepreneurial and manual groups' perceptions of rural residence benefits and sense of "community". (JC)

**ED 131 986**

95 RC 009 568

**Bale, Richard L. And Others**

**Family-Centered Residential Career Education and the Rural Poor: A National Needs Assessment. Volume I: The Nature and Size of the Potential Client Population. Evaluation of the Mountain-Plains Education & Economic Development Program, Inc.**

Abt Associates, Inc. Cambridge, Mass.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C. Education and Work Group.

Report No.—AAI-75-172

Pub Date 8 Oct 76

Contract—NIE-C-74-0147

Note—83p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Academic Achievement, \*Career Education, Comparative Analysis, \*Economically Disadvantaged, Employment, Family (Sociological Unit), Housing, Income, Labor Force, \*National Norms, \*Needs Assessment, Program Descriptions, Racial Differences, Residential Programs, \*Rural Population, \*Socioeconomic Status

Identifiers—\*Mountain Plains Program

Employing 6 eligibility criteria (a family unit, income less than 1.5 times the official poverty level, rural residence, and head of family physically able to work and between 18 and 49 years having completed sixth grade), an assessment was made of the size and characteristics of the potential client population for family-based, residential career education programs similar to the Mountain-Plains Career Education Program at Glasgow Air Force Base in Montana. Eligible families were then compared with national family averages in terms of ethnic composition, education level, family status, housing, employment, and income. Some major findings were: 2.3 million families were eligible; public assistance accounted for only 2% of the eligible family's total income; the eligible heads of families were fairly similar to those of the nation in ethnicity, though 5% more of the eligibles were black; less than 13% of the eligibles had completed any education beyond high school as compared to 24% in the nation; over 1 eligible family in 5 was headed by a female, and eligible families were larger than the national average by 1 person; over 38% of the eligible families paid more than 33% of their total income in rent; eligible families had nearly 2 persons more per dwelling than the national average; the national average family income was \$11,000 as compared to \$3,100 for eligibles; 13% of the eligibles were not in the labor force vs 18% of all family heads. (JC)

**ED 131 987** 95 **RC 009 569**  
*Stromsdorfer, Ernst W. Moayed-Dadkhah,  
 Kamran*

**A Pilot Cost-Effectiveness Analysis of the Economic and Educational Impact of the Mountain-Plains Education and Economic Development Program, Inc. A Research Study for Department of Health, Education and Welfare, National Institute of Education. Revised May 1976.**

Indiana Univ., Bloomington. Dept. of Economics.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date May 76

Contract—NIE-C-74-102

Note—252p.; Some pages in the appendix may not reproduce well

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—\*Career Education, \*Cost Effectiveness, \*Economically Disadvantaged, \*Evaluation Methods, Human Capital, Models, Productivity, \*Program Evaluation, \*Rural Population Identifiers—\*Mountain Plains Program

Presenting a cost-benefit analysis of the Mountain-Plains Career Education Program (a family based program for the economically deprived in the mountain plains states operating out of Glasgow Air Force Base in Montana) and the methodological basis for a full and more detailed study, this evaluation includes: (1) discussion of theoretical issues that must be considered in any cost-effectiveness or cost benefit analysis, with special reference to the project under study; (2) a general framework designed to analyze different aspects of the accumulation of human capital (trained employability and productivity as measured by wage rates); (3) a model of short-run cost including a discussion of the program's data deficiencies, possible remedies, and some program specific conceptual problems, as well as an estimation of the program cost function; and (4) an econometric appendix designed for future investigations based upon more solid methodological ground. In general, this assessment indicates that the results of the evaluation are distorted due to "extremely poor" data reporting and an ill chosen comparison group. Eleven detailed proposals for data collection are presented as suggestions for future data collection procedures. (JC)

**ED 131 988** **RC 009 572**  
*Groot, Jacob P.*  
**Small Village Planning Problems in the Netherlands.**

Pub Date Aug 76

Note—9p.; Paper presented at the World Congress of Rural Sociology (4th, Torun, Poland, August 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**Descriptors—Environmental Influences, Foreign Countries, \*Population Trends, Problems, \*Regional Planning, \*Rural Areas, ~~Rural~~, Urban Differences, Social Change, Social Services, Social Structure, Social Values, \*Suburbs, \*Urban to Rural Migration

Identifiers—\*Netherlands, \*World Congress of Rural Sociology (4th)

The problems associated with small villages are among the most difficult in Dutch physical planning, for they encompass the support of minimum social services in small towns and villages; the preservation of areas of ecological and scenic value; the accommodation of a growing population desirous of a home in the country or continued country living; and accommodation of radical changes in the social structure of small towns and villages caused by migration. Within the Netherlands there are currently three major phenomena which must be addressed independently and, preferably, on a regional basis. These phenomena include: the withering village (due, principally, to the decrease of working populations in agriculture and a general decline in the Dutch birth rate); the suburbanizing village (increasing populations due to proximity to urban centers and the desire of urban dwellers to live outside the urban center); urban migration to withering villages (due to increasing nostalgia for the country and nature). Planning for these phenomena must be handled differently, for the withering village needs sustaining facilities and organizations, while the suburbanizing town needs provisions which facilitate the expectations of the in-coming urbanites and those of the established rural population, and migration to withering villages must be viewed as a manifestation of social change. (JC)

**ED 131 989** 32 **RC 009 573**  
*Davidson, Walter And Others*

**Migrant Child Education in Missouri, 1976. State Annual Evaluation Report for Migrant Programs, Title I, ESEA for Fiscal Year 1976.**  
 Missouri State Dept. of Elementary and Secondary Education, Jefferson City. Div. of Instruction.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.

Pub Date Nov 76

Note—97p.; For related documents, see Ed 125 793-797

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Academic Achievement, Ancillary Services, Demonstration Programs, \*Educational Assessment, Elementary Secondary Education, Health Services, \*Migrant Education, \*Program Effectiveness, \*Program Evaluation, \*State Programs, Student Attitudes, Summer Schools, Tables (Data)

Identifiers—Elementary Secondary Education Act Title I, ESEA Title I, \*Missouri

The 1975-76 program aimed to: raise or maintain the rate of gain in computational and communicational skills of each student in the tutorial program; improve the computational and communicational skills of each student in the "Career Development" program; increase each "Career Development" student's awareness of, specific knowledge of, and general requirements of selected occupational groups; provide health services as needed; make parents aware of social services available; improve the relationship between parents and the school; and increase the tutor and supportive staff's knowledge of the program and its administration, and of new and improved instructional methods appropriate for migrant children. A total of 3,702 migrant students participated in the program. An evaluation covering the period from July 1975 through June 1976 and the 1976 summer program was based on data obtained from the Migrant Center staff, records, reports, test results, and on-site interviews. The Wide Range Achievement Test measured student gains in reading, spelling, and arithmetic. Student attitudes were assessed at the beginning and end of the year using a Scale of Student Attitudes. This report includes information on: program staff, children served, exemplary programs, inservice training, special and supportive services, resource center library, program ef-

fectiveness and integration, dissemination, and the summer school program. (NQ)

**ED 131 990***Ovando, Carlos Julio***Factors Influencing High School Latino Students' Aspirations to Go to College: The Urban Midwest.**

Pub Date 77

Note—123p.

Available from—R and E Research Associates, 4843 Mission Street, San Francisco, California 94112 (L.C. 76-24722, ISBN 0-88247-424-3, \$10.00)

**Document Not Available from EDRS.**

Descriptors—Academic Achievement, \*Academic Aspiration, Career Choice, College Bound Students, Comparative Analysis, Cultural Factors, Decision Making, Ethnic Distribution, Family Influence, \*High School Students, Latin American Culture, Locus of Control, \*Mexican Americans, Noncollege Preparatory Students, Parental Background, Participant Satisfaction, Peer Relationship, \*Puerto Ricans, Questionnaires, School Environment, Socioeconomic Status, Spanish Speaking, \*Student Attitudes, Student School Relationship, \*Urban Youth Identifiers—Chicanos, \*United States (Midwest)

The study's hypotheses were that: (1) the structural factors of ethnic density, socioeconomic status and type of school were more important determinants of college aspirations than such psychological variables as locus of control, optimism level and level of satisfaction with self and with the school program; and (2) students who were aware of structural problems in society but who realized that the benefits outweighed the costs tended to desire to go to college. A questionnaire was administered to 496 high school juniors and seniors (230 boys and 266 girls), ranging from 15 to 20 years, from two inner city high schools—one in the industrial Calumet Region of Indiana and the other northwest of the Loop in Chicago. The sample contained: students from a low and from a high Latino ethnic density school; Latino and non-Latino students; and college aspiring and non-college aspiring students. Data were subjected to six successive stages of analysis, using the Statistical Package for the Social Sciences. The findings generally upheld the hypotheses. Among the findings were: school support, or the extent to which school personnel supported students' college aspirations, was related to the desire to go to college at both schools; college aspiring students perceived more benefits to be gained from college than the non-college aspiring; and family ethnicity was slightly negatively associated with college aspirations among Latinos at the school with low ethnic density while no such association was found at the other school. (NQ)

**ED 131 991***Hatfield, Nancy Jean***The Stability of Status Projections Among Young Women in the South.**

Report No—USDA(CSRS)-S-81

Pub Date Dec 76

Note—135p.; M.A. Thesis, Louisiana State University

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

Descriptors—\*Academic Aspiration, Caucasians, Family (Sociological Unit), \*Females, High School Students, \*Longitudinal Studies, Masters Theses, \*Occupational Aspiration, Parent Influence, \*Rural Population, \*Social Background, Social Influences, Southern States, Status

Data derived from the Southern Youth Study (a panel of 138 white rural females from Georgia, South Carolina, and Texas) were analyzed at two points in time (1966 when the respondents were sophomores and 1968) for purposes of: investigating the effect of social origin variables on status projections; showing how the effect of social origin variables on status projections might be mediated by earlier states of the same variables; and assessing the stability of status projections over time. A broad conceptual model of the female status attainment process was developed and cast within a systems framework emphasizing antecedent, intervening, and dependent variables. Utilizing this framework, a more restricted model was then developed positing father and mother's education and main breadwinner's occupation as measures of social origin with level of educational and occupational aspiration and level of degree

of work as intervening attitudinal variables. Results indicated: both measures of parental education exerted statistically significant influences on the female's levels of educational and occupational aspiration; the educational and occupational projections measured at Wave I mediated the effects of parental education measured at Wave II; and there was a good deal of stability between waves for levels of educational and occupational aspiration. (JC)

**ED 131 992** RC 009 587  
*Stephens, Wayne E. And Others*  
**Menominee Indian Tribe of Wisconsin. Part I: Inventory of Resources; Part II: Annotated Bibliography.** Report No. 230.  
 Bureau of Indian Affairs (Dept. of Interior), Billings, Mont.  
 Pub Date Apr 75  
 Note—176p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**  
 Descriptors—Agriculture, \*American Indians, \*Annotated Bibliographies, Cultural Background, Education, Employment, Forestry, Health, History, Housing, \*Human Resources, Income, Industry, \*Natural Resources, \*Reservations (Indian), \*Socioeconomic Status, Tables (Data), Transportation, Tribes  
 Identifiers—\*Menominee, Wisconsin (Menominee County)

Designed to provide data and resource materials needed by the Menominee Restoration Committee and others involved in reservation organizational and development planning, this report covers the present status of the Menominee tribal resources and presents an annotated bibliography. The resource inventory includes maps, tables, and charts and is divided into the following sections: (1) The Setting (historical background, forestry, disenchantment with farming, Menominee land today, transportation, communications, electric power, schools, medical facilities, financial institutions, housing, water and sewer, industrial development, entrepreneurship and managerial development); (2) The People (Menominee County residents, general population characteristics, employment, income, education, vocational training, housing, and health); (3) Physical Environment and Resources (climate, topography and drainage, geology, minerals and nonmetallic deposits, hydrology, soils, agriculture, vegetation and forestry, recreation, and wildlife resources). Arranged under six subject headings, the annotated bibliography includes sections on: culture and history (71 citations); resources (91 citations); feasibility studies (39 citations); legal matters (63 citations); reports (138 citations); and Menominee Enterprises Inc. File Headings. (JC)

**ED 131 993** 24 RC 009 588  
**The Indian Education Act of 1972. Report of Progress for the Third Year of the Program.**  
 Office of Education (DHEW), Washington, D.C.  
 Office of Indian Education.  
 Report No.—DHEW-OE-76-02401  
 Pub Date Mar 76

Note—49p.; For related documents, see ED 107 439, ED 107 446  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Academic Achievement, \*American Indians, \*Annual Reports, Community Involvement, \*Delivery Systems, \*Educational Needs, \*Educational Objectives, Elementary Secondary Education, Faculty Recruitment, Federal Government, Federal Legislation, Information Dissemination, Performance Criteria, \*Program Evaluation, Tables (Data), Technical Assistance  
 Identifiers—\*National Indian Education Act 1972

Program implementation under the American Indian Education Act of 1972 (IEA) is evaluated in this 1975 progress report via narrative and tabular data. Presenting an executive summary and reviews of the first and second years of progress, this third year evaluation focuses upon: the extent to which Indian children have received IEA services; IEA services addressed to the special educational needs of participating Indian children; the effects of IEA services on Indian children; performance objectives associated with IEA programs; effectiveness of the planning/evaluation process; effects of the Federal delivery system; and changes in pupil achievement. Major third-year recommendations are presented as follows: develop and implement a service and dissemination network to imple-

ment the findings of pilot, planning, and demonstration projects in the school; continue recruitment, training, and placement of Indian teachers/administrators; consider extending the potential benefits of the Act to Indian children and youth not now reached; develop a management reporting system to insure Indian community participation in local education agency projects; develop a national needs assessment to identify Indian educational needs as influenced by the total environment; develop and implement more extensive delivery of technical assistance at all levels of IEA projects. (JC)

**ED 131 994** RC 009 589  
**State of Washington Population Trends, 1976.**  
 Washington State Office of Program Planning and Fiscal Management, Olympia.  
 Pub Date Aug 76

Note—85p.; Prepared by the Population Studies Division. For related document, see ED 127 071  
**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—Abortions, Age, American Indians, Asian Americans, Birth Rate, \*Census Figures, Death, \*Demography, Divorce, Ethnic Groups, Futures of Society, Housing Patterns, Illegitimate Births, Marital Status, Negroes, \*Population Distribution, \*Population Trends, Residential Patterns, Rural Population, Spanish Americans, \*Tables (Data)  
 Identifiers—Spanish Surnamed, \*Washington

As of April 1, 1976, Washington's population was estimated at 3,571,591—an increase of 158,341 since 1970. This annual report presents data pertaining to: official April 1 population estimates for cities, towns, and counties; components of population change; changes in household size from 1970 to 1976; assessment of accuracy of population estimates for cities and towns; and county censuses since 1970. Data were obtained from city and county officials, Armed Forces personnel at major bases in the State, housing directors of the colleges and universities, and various divisions of the Department of Social and Health Services. Tabular data cover: classification of cities and counties by population size; annexations by cities and towns; population of selected ethnic categories (Spanish surnamed, American Indian, Black, and Asian American); Armed Forces population; general fertility rate—1930-1976; population 65 years and over; abortions per 1,000 live births in selected states; population change from 1950 to 1970; and household size. Corrected 1970 population data by 5-year age groups for the State and counties is included for the first time. Guidelines for cities to use when considering a special census are also given. (NQ)

**ED 131 995** 24 RC 009 590  
**Summer Educational Program for the Children of Migrant Agricultural Workers, 1976. [North Dakota].**

North Dakota State Dept. of Public Instruction, Bismarck.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of Compensatory Education.  
 Pub Date 76  
 Note—88p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

Descriptors—\*Academic Enrichment, Ancillary Services, Bilingual Education, Early Childhood Education, \*Educational Programs, Elementary Education, Enrichment Activities, \*Migrant Child Education, \*Migrant Health Services, Nutrition, \*Program Descriptions, \*Summer Programs, Summer Schools  
 Identifiers—\*North Dakota

During the summer of 1976, North Dakota's 10 migrant centers enrolled more than 2,500 migrant children, ranging from a few days to 18 years of age. All students were entered in the Migrant Student Record Transfer System. A basic remedial program emphasizing instruction in reading, language arts, and math with some time devoted to science and social studies was offered each morning. An enrichment program which included music, physical education, arts and crafts, home economics, and industrial arts was conducted during the afternoon. One center also offered a formal Spanish class. Most centers used self-contained classrooms during the morning. The enrichment program was entirely departmentalized. Materials which were readily adapted to individualized instruction were used in the basic

subject areas. Where classes were too large, small-group instruction was used. A greater emphasis was placed on Spanish cultural awareness. A remedial-needs program was conducted for pupils with no English-speaking ability. Nurses were provided for infants. Health services were provided along with breakfasts, lunches, suppers, and snacks. Instruction in nutrition, preventive medicine, the necessity for immunizations, proper dental care, and pre-natal care was also provided for other members of the family. (NQ)

**ED 131 996** 95 RC 009 596  
*Arciniega, Tomas A.*

**Preparing Teachers of Mexican Americans: A Sociocultural and Political Issue.**  
 New Mexico State Univ., University Park. ERIC Clearinghouse on Rural Education and Small Schools.  
 Spons Agency—National Inst. of Education (DHEW), Washington, D.C.  
 Pub Date Jan 77  
 Contract—400-75-0025  
 Note—38p.

Available from—National Educational Laboratory Publishers, Inc., 813 Airport Boulevard, Austin, Texas 78702 (Stock No. EC-042, \$3.00)  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Cultural Education, Curriculum Development, Educational Accountability, \*Educational Improvement, \*Educational Opportunities, \*Equal Education, Higher Education, \*Mexican Americans, Performance Based Teacher Education, Political Issues, Social Influences, State of the Art Reviews, \*Teacher Education, \*Teacher Programs, Teaching Models

One of the principal obstacles to equalizing educational opportunities in the public schools has been the difficulty in achieving consensus among educational leaders on what is meant by "equal educational opportunity". This shortcoming is critical because how one defines equality determines and shapes the approaches used to attack the problems perceived in the system. The few actual changes and reforms that have been brought about in the education of minorities have resulted from court imposed mandates. Education has failed to respond more effectively to the needs of minorities because of its insistence on continuing old value assumptions about the nature of minority cultures, a basic unwillingness to institute major changes, and the flat refusal of schools and universities to collaborate and involve in a meaningful way the ethnic communities. Teacher educators need to begin facing the reality that the focus of current reform efforts has to be the schools and universities. This monograph focuses on the implications of this imperative for teacher preparation programs which purport to serve the needs of Mexican Americans. The monograph addresses: (1) the problems and issues in equalizing educational opportunities in this country; (2) the state of the art in preparing teachers of Mexican Americans; and (3) the need for change and an alternative model. (Author/NQ)

SE

**ED 131 997** SE 020 514  
*Walberg, Herbert J. Anderson, Gary J.*  
**Learning Environment Inventory (1967-68 Edition).**

Harvard Univ., Cambridge, Mass. Harvard Project Physics.  
 Pub Date 68

Note—21p.; Not available in hard copy due to marginal legibility of original document  
**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Classroom Environment, \*Evaluation, \*Measurement Instruments, School Environment, Science Education, \*Secondary Education, \*Tests  
 This instrument contains 105 items designed to measure the classroom climate of the secondary school classroom. Students select one of four responses from strongly agree to strongly disagree. Data on reliability and scale correlations are provided. (MH)

## 118 Document Resumes

### ED 131 998 SE 020 515

**Interest Inventory.** [Includes Academic Interest Measure, Pupil Activity Inventory, and Semantic Differential]. Harvard Univ., Cambridge, Mass. Harvard Project Physics. Pub Date 68 Note—20p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Adult Education, Attitude Tests, \*Evaluation, \*Interest Tests, \*Measurement Instruments, \*Physics, Science Education, \*Scientific Attitudes, \*Secondary Education, Secondary School Science, Tests

This Interest Inventory contains three inventories: Academic Interest Measure (AIM), Pupil Activity Inventory (PAI), and Semantic Differential test (SD). The AIM measures six subscales of academic interests; the PAI measures non-school activities in science; and the SD measures attitudes toward science and physics. The inventories are designed for upper secondary students and adults. (MH)

### ED 131 999 SE 020 854

*Durkee, Philip Cossman, George*  
Views on the Nature of Science Among College Science Faculty.

Pub Date Apr 76

Note—54p.; Paper presented at the annual meeting of the National Association for Research in Science Teaching (49th, San Francisco, California, April 23-25, 1976); Not available in hard copy due to marginal legibility of original document; Page 25 missing from document prior to being sent to EDRS; Best Copy Available

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Beliefs, \*College Faculty, Educational Research, Higher Education, Opinions, Science Education, Science Teachers, \*Scientific Attitudes, Scientists, \*Surveys

**Identifiers—**Research Reports

Questionnaires designed to identify and assess the views, beliefs, and opinions of university/college science faculty on the nature of science were sent to 318 randomly selected science faculty in the biological, physical, and earth sciences, and 23 prominent philosophers of science. Among the results of the study, it was found that both groups maintain the perspective that science is the process and product of a dynamic man-world interaction rather than the literalistic description of nature. It was also shown that scientists clearly favor the view that scientific laws are empirical generalizations over the view that they are confirmed theories or certain reports of inviolable relations. In contrast, the philosophers exhibit no significant preference between the first two views. (Author/MH)

### ED 132 000 SE 021 331

*Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.*  
Investigations in Science Education, Vol. 2 No. 1. Expanded Abstracts and Critical Analyses of Recent Research.

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 76

Note—66p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (Subscription \$6.00, \$1.75 single copy)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Abstracts, Cognitive Development, \*Educational Research, \*Evaluation, Instruction, \*Literature Reviews, Research, \*Science Education, State of the Art Reviews

**Identifiers—**Research Reviews

This volume contains analyses of 12 recent studies in science education. The research topics of the studies include cognitive development, instruction, statistical methodology, teacher education, and testing. Each analysis is written by a science education specialist and contains an expanded abstract identifying the purpose, rationale, methodology, findings, and conclusions of the study. In addition, the analyst provides a critical evaluation of the research and recommendations for further study. (MH)

### ED 132 001 SE 021 414

*Chiricello, John R. And Others*  
National Patterns of R&D Resources, Funds & Manpower in the United States 1953-1976.

National Science Foundation, Washington, D.C. Report No—NSF-76-310  
Pub Date Apr 76

Note—76p.; Contains occasional small print, shaded charts and graphs Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 038-000-00285-6, \$0.95)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**Colleges, \*Educational Finance, Engineers, Federal Government, \*Financial Support, Higher Education, Industry, \*Manpower Utilization, \*Research, Sciences, \*Scientific Personnel

**Identifiers—**National Science Foundation, NSF

This report provides a summary of the allocation of R&D funds and manpower among the four sectors of the economy - Federal Government, industry, universities and colleges, and other nonprofit institutions. R&D funding data include basic research, applied research, and development over the period 1953-76. Time-series data on R&D scientific and engineering manpower employed by each sector are presented for 1954-75. Highlights include: (1) total R&D spending in the U.S. is projected at \$38.1 billion in 1976, 8% above the 1975 level; (2) in 1976 the U.S. is expected to devote 2.2% of its gross national product to R&D activities, down from 2.3% in 1975; (3) the Federal Government will support 53% of the total U.S. R&D effort in 1976, the same percentage as in 1975; (4) basic research spending is expected to reach \$4.8 billion in 1976, an increase of 7% over 1975; and (5) the full-time equivalent of approximately 530,000 scientists and engineers were engaged in R&D activities in the U.S. in 1975, 1% more than in 1974. (Author/MH)

### ED 132 002 SE 021 438

*Toulouse, Dick Edgar, Linda Water.* [Project ECOLOGY ELE Pak, Toulouse & Edgar Pak].

Highline Public Schools, Seattle, Wash.

**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—58p.; For related documents, see SE 021 439-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Boulevard, S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Conservation (Environment), Environment, \*Environmental Education, Grade 7, \*Instructional Materials, Natural Resources, \*Secondary Education, \*Secondary School Science, \*Units of Study (Subject Fields), \*Water Resources

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on water is designed for seventh-grade science classes. Included are 13 lessons. Each lesson usually includes the concept of the lesson, materials needed, notes to the teacher, procedure, and evaluation activities. In addition, there are materials for making overhead transparencies and quiz sheets. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

### ED 132 003 SE 021 439

*Skidmore, Margaret Muccilli, Kathie*  
Cities Then and Now, and Where Do We Go from Here? [Project ECOLOGY ELE Pak, Skidmore, Muccilli Pak].

Highline Public Schools, Seattle, Wash.

**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—96p.; For related documents, see SE 021 438-478; Contains occasional broken type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**City Problems, Environment, \*Environmental Education, Grade 9, \*Instructional Materials, \*Secondary Education, \*Social Studies, \*Units of Study (Subject Fields), Urban Areas, \*Urban Environment

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on cities and urban life is designed for use with ninth-grade students, but could be used with other students. A variety of activities and materials for the activities are included. While some of the activities apply directly to Seattle, Washington, many could be used in any urban area. Each lesson usually includes the concept of the lesson, materials needed, notes to the teacher, procedures, and evaluation activities. (RH)

### ED 132 004 SE 021 440

*Wilder, Lou*

Living Today with an Eye Toward Tomorrow. [Project ECOLOGY ELE Pak, Wilder Pak]. Highline Public Schools, Seattle, Wash.

**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—21p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Energy, \*Environmental Education, Grade 9, \*Home Economics, \*Instructional Materials, \*Secondary Education, \*Units of Study (Subject Fields)

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for a ninth-grade Home Economics class. Included are five lessons. Most activities relate to energy use. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, and procedure. (RH)

### ED 132 005 SE 021 441

*McGrath, Jo Ellen*

Water. [Project ECOLOGY ELE Pak, McGrath Pak]. Highline Public Schools, Seattle, Wash.

**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—65p.; For related documents, see SE 021 438-478; Contains occasional light type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Conservation (Environment), Elementary Education, \*Elementary School Science, Environment, \*Environmental Education, \*Instructional Materials, Natural Resources, \*Secondary Education, \*Secondary School Science, \*Units of Study (Subject Fields), \*Water Resources

**Identifiers—**Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on water is designed for primary grades. Included are ten lessons. Each lesson includes the concepts of the lesson, materials needed, time for the activity, procedure, evaluative activities, and follow-up activities. Included are suggested films, books, and worksheets. Materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

### ED 132 006 SE 021 442

*Peace, Shirley*

Your World My World. [Project ECOLOGY ELE Pak, Peace Pak]. Highline Public Schools, Seattle, Wash.

**Spons Agency—**Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—61p.; For related documents, see SE 021 438-478; Contains occasional light type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
**Descriptors—Biology, \*Ecology, \*Elementary School Science, \*Environment, \*Environmental Education, \*Instructional Materials, Kindergarten, \*Units of Study (Subject Fields)**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit for kindergarten introduces the pupil to the concept of environment. Various aspects of the environment are explored through 14 lessons using our five senses. Each activity includes the concept of the lesson, materials needed, procedure, evaluation activities, and suggested additional activities. Also included are sheets for making overhead transparencies, resource lists, and background information. Materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 007 SE 021 443**  
*Meaney, Marie*

**You Knows. [Project ECOlogy ELE Pak, Meaney Pak].**  
 Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]  
 Note—18p.; For related documents, see SE 021 438-478; Contains broken type in Lessons

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—\*Elementary School Science, Environment, \*Environmental Education, \*Instructional Materials, \*Kindergarten, Sensory Experience, \*Units of Study (Subject Fields)**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, \*Odors**

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for kindergarten pupils, but could be used effectively with primary pupils. The six lessons use the sense of smell to investigate various aspects of the earth, seasons, animals, and commercial use of fragrances. Each lesson includes the concept of the lesson, materials needed, procedure, and evaluative activities. (RH)

**ED 132 008 SE 021 444**  
*Lund, Cherie Wolff, Chanelle*

**Exploration with Garbage. [Project ECOlogy ELE Pak, Lund and Wolff Pak].**  
 Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]  
 Note—34p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—Conservation (Environment), Elementary School Science, Environment, \*Environmental Education, \*Instructional Materials, \*Kindergarten, Natural Resources, Units of Study (Subject Fields), \*Waste Disposal, \*Wastes**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is concerned with the topic of garbage. The eleven lessons explore what garbage is, problems of littering, ways to reduce garbage, and ways to use garbage. The materials were designed to be used with kindergarten pupils, but could be used effectively in lower elementary grades as well. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, and evaluation activities. In addition, a number of extra activities are suggested. These materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 009 SE 021 445**  
*Meaney, Marie*

**Home Sweet Earth. [Project ECOlogy ELE Pak, Meaney Pak].**

**Highline Public Schools, Seattle, Wash.**  
**Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.**

Pub Date [76]  
 Note—43p.; For related documents, see SE 021 438-478; Contains occasional light and broken type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—Ecology, \*Elementary School Science, \*Energy, \*Environment, \*Environmental Education, Grade 1, \*Instructional Materials, \*Units of Study (Subject Fields)**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is one of a series of units for environmental education developed by the Highline Public Schools. The emphasis of the 10 lessons in this unit is on energy, the earth's resources, and the use of earth resources, by man and other living things. The materials are designed for use at grade 1, but could be used in higher grades. Each lesson usually includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and additional suggested activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 010 SE 021 446**

*Dye, Dick*  
**Earth Art. [Project ECOlogy ELE Pak, Dye Pak].**  
 Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]  
 Note—35p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—Art, \*Elementary Education, Elementary School Science, \*Environment, \*Environmental Education, \*Instructional Materials, \*Units of Study (Subject Fields)**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit for elementary school children is designed to help bring more art into the classroom and to help students become more aware of their environment. Included are six lessons and a bibliography of suggested student references. Each lesson outline includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluative activities, and suggestions for additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 011 SE 021 447**

*Amoe, Ruth*  
**The Games Cities Play. [Project ECOlogy ELE Pak, Amoe Pak].**  
 Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]  
 Note—18p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—\*City Problems, \*Elementary Education, Environment, \*Environmental Education, \*Instructional Materials, \*Units of Study (Subject Fields), \*Urban Studies**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is a simulation game and a part of the environmental education program developed by the Highline Public Schools. The game emphasizes why a city is formed, how it grows, where it develops, and some problems with which it must cope. It is designed to be used with elementary

students in the intermediate grades. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 012 SE 021 448**

*Campbell, Marsha*  
**You Are What You Eat. [Project ECOlogy ELE Pak, Campbell Pak].**  
 Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—51p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—\*Elementary Education, \*Elementary School Science, Environment, Environmental Education, \*Health Education, \*Instructional Materials, Interdisciplinary Approach, Intermediate Grades, \*Nutrition, \*Units of Study (Subject Fields)**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit for elementary students in intermediate grades is concerned with nutrition, basic food groups, food production careers, future trends in food production and population growth, and ecology. The unit of 18 lessons is to be used over a six week time span with lessons each day. The length of each lesson varies from 30 minutes to several hours. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, evaluation activities, and suggested extra activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 013 SE 021 449**

*Amoe, Ruth Thorson, Michael*  
**Biotic Communities. [Project ECOlogy ELE Pak, Amoe-Thorson Pak].**  
 Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—55p.; For related documents, see SE 021 438-478; Contains occasional light type

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—Biology, \*Ecology, \*Elementary School Science, \*Environment, Environmental Education, \*Field Studies, \*Instructional Materials, Science Activities, \*Units of Study (Subject Fields)**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit provides a number of activities to introduce students to ways of studying biotic communities, help them become good observers, and provide them with opportunities to use their skills. The materials include suggested activities, and forms to assist data collection. The materials are designed for use with upper elementary - junior high school students. (RH)

**ED 132 014 SE 021 450**

*Bell, Loretta*  
**Eco-Kids: Experiment with Air on Spaceship Earth. [Project ECOlogy ELE Pak, Bell Pak].**  
 Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—77p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—\*City Problems, \*Elementary Education, Environment, \*Environmental Education, \*Instructional Materials, \*Units of Study (Subject Fields), \*Urban Studies**  
**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit provides a number of activities to introduce students to ways of studying biotic communities, help them become good observers, and provide them with opportunities to use their skills. The materials include suggested activities, and forms to assist data collection. The materials are designed for use with upper elementary - junior high school students. (RH)

**ED 132 014 SE 021 450**

*Bell, Loretta*  
**Eco-Kids: Experiment with Air on Spaceship Earth. [Project ECOlogy ELE Pak, Bell Pak].**  
 Highline Public Schools, Seattle, Wash.

Spons Agency—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—77p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, Wash. 98166 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

## 120 Document Resumes

**Descriptors**—Elementary Education, \*Elementary School Science, \*Environment, Environmental Education, \*Instructional Materials, \*Interdisciplinary Approach, Pollution, \*Units of Study (Subject Fields)

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit, designed for intermediate grades in the elementary schools, is concerned with the study of air, air pollution, effects of air pollution, and ways of improving the quality of the air. Six lessons are included in the unit; most of the lessons contain activities that relate to a number of disciplines in addition to science. Background information, reference materials, and a film list are provided. (RH)

**ED 132 015**

SE 021 451

*Ausen, Wayne  
Acting for Ecology. [Project ECOLOGY ELE Pak, Ausen Pak].*

Highline Public Schools, Seattle, Wash.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—15p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Drama, \*Ecology, Elementary Education, \*Elementary School Science, \*Environment, Environmental Education, \*Instructional Materials, Units of Study (Subject Fields)

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit was designed for the fourth-, fifth-, and sixth-grades to learn about ecology with the use of creative drama. The six lessons can be interchanged in any way that fits the needs of the class. Use of all six lessons should take about two weeks, but time will vary depending on how each class works. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 016**

SE 021 452

*Backman, Judi Lorain, Sue  
Practice What You Preach! [Project ECOLOGY ELE Pak, Backman & Lorain Pak].*

Highline Public Schools, Seattle, Wash.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—36p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Attitudes, \*Elementary Education, \*Environment, Environmental Education, \*Instructional Materials, \*Self Concept, Social Studies, Student Attitudes, Units of Study (Subject Fields), \*Values

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. The unit designed to be used with intermediate grade elementary school pupils. The intent of the 10 lessons is to provide activities that create a positive inner environment for each child so that effectiveness in the immediate and global environment can be increased. There are no right or wrong responses; rather the measure of success is in attitudinal changes of students. The activities are not in a particular sequence; they can be presented in a condensed time period or spaced throughout the year. (RH)

**ED 132 017**

SE 021 453

*Bell, Loretta  
Eco-Kids Fly Off to the Forests. [Project ECOLOGY ELE Pak, Bell Pak].*

Highline Public Schools, Seattle, Wash.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—93p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—\*Botany, \*Ecology, \*Elementary Education, \*Elementary School Science, Environment, Environmental Education, \*Forestry, Grade 4, Instructional Materials, \*Interdisciplinary Approach, Units of Study (Subject Fields)

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit was designed for use with fourth-grade students; it focuses on three forest biomes. Each of the biomes has characteristics of its own. The unit includes eight lessons, as well as additional activities. The unit, which incorporates interdisciplinary experiences, is designed for a minimum of two weeks instruction. While some of the activities are designed for local resources in the state of Washington, these activities could be adapted to other sites. Suggested references and films are included. The materials were tried and evaluated; evaluation data may be obtained from Highline Public Schools. (RH)

**ED 132 018**

SE 021 454

*Dorland, Billie  
Environment. [Project ECOLOGY ELE Pak, Dorland Pak].*

Highline Public Schools, Seattle, Wash.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—53p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Art, \*Ecology, \*Elementary Education, \*Elementary School Science, \*Environment, Environmental Education, \*Instructional Materials, Interdisciplinary Approach, Language Arts, Units of Study (Subject Fields)

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit, which focuses on environment and ecology, is designed for upper grade elementary school pupils. Since the five lessons were designed specifically for substitute teachers, each is completely self-contained. Each lesson is developed in four stages: (1) visual aids-colored posters; (2) development of an ecological concept; (3) relating the concept to a form of literature; and (4) culminating the experience with a creative art lesson. (RH)

**ED 132 019**

SE 021 455

*Hearst, Gordon  
Who Has a Better Idea? [Project ECOLOGY ELE Pak, Hearst Pak].*

Highline Public Schools, Seattle, Wash.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—23p.; For related documents, see SE 021 438-478; Not available in hard copy due to marginal legibility of original document

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Ecology, \*Elementary Education, Elementary School Science, \*Environment, Environmental Education, \*Instructional Materials, Natural Resources, Social Studies, \*Technology, Units of Study (Subject Fields), \*Values

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit on technology, the environment, natural resources, and human values, is designed for upper grade elementary school pupils. Each of the 10 lessons is designed for a 1-2 hour period of time. Each lesson includes the concept of the lesson, materials needed, notes to the teacher, procedure, and suggested additional activities. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 020**

SE 021 456

*Hirschel, John  
[Peabody's Time Machine. Project ECOLOGY ELE Pak, Hirschel Pak].*

Highline Public Schools, Seattle, Wash.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—43p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—Elementary Education, \*Elementary School Science, \*Environment, \*Environmental Education, \*Instructional Materials, \*Interdisciplinary Approach, Language Arts, Mathematics, Social Studies, Units of Study (Subject Fields)

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This unit is designed for use by a substitute teacher for instruction of intermediate grade elementary school pupils. The kit provides three days of lesson plans. There is closure at the end of each lesson and each day. Much emphasis is placed on the visual aspect of learning. Numerous transparencies are used with accompanying storylines. Sheets for making transparencies are provided. (RH)

**ED 132 021**

SE 021 457

*Horton, Sue  
Mind-Full of Ecology. [Project ECOLOGY ELE Pak, Horton Pak].*

Highline Public Schools, Seattle, Wash.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—82p.; For related documents, see SE 021 438-478

Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors**—\*Ecology, \*Elementary School Science, \*Environment, Environmental Education, \*Instructional Materials, \*Language Arts, \*Reading, Units of Study (Subject Fields)

**Identifiers**—Elementary Secondary Education Act Title III, ESEA Title III

This is one of a series of units for environmental education developed by the Highline Public Schools. This ecology unit has been designed to be used as an individualized reading program, the duration of which is about three weeks. The purpose is to help intermediate grade elementary school pupils become more aware of their natural world and their responsibility to it. Activities include science, spelling, vocabulary, creative writing, art, drama, and social studies. The materials were tried and evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 022**

SE 021 458

*Lewis, Dave  
And Then - Recycling. [Project ECOLOGY ELE Pak, Lewis Pak].*

Highline Public Schools, Seattle, Wash.

**Spons Agency**—Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C.

Pub Date [76]

Note—33p.; For related documents, see SE 021 438-478; Page 25 not included due to copyright restrictions; Not available in hard copy due to marginal legibility of original document

**Available from—Highline Public Schools, Instructional Division, Project ECOLOGY ESEA Title III, Bill Guise, Director, 15675 Ambaum Blvd., S.W., Seattle, WA 98166 (\$2.50)**

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Conservation Education, \*Elementary Education, \*Environment, Environmental Education, Glass, \*Instructional Materials, Natural Resources, \*Recycling, Units of Study (Subject Fields), Waste Disposal, \*Wastes

**Identifiers—Elementary Secondary Education Act Title III, ESEA Title III**

This is one of a series of units for environmental education developed by the Highline Public Schools. There are seven concepts in this unit on recycling which is designed for grade five and six students. Each concept has one lesson that is comprised of several activities. Several suggested extra activities have been added to further the students' investigations and to enhance their understanding of glass and the problems related to glass. If all activities are used, the unit will take longer than three weeks. The materials were evaluated; evaluation data may be obtained from the Highline Public Schools. (RH)

**ED 132 023 SE 021 502 ASTEP, A Project in Teacher Education. Evaluation Handbook.**

Monash Univ., Clayton, Victoria (Australia).

**Pub Date 76**

**Note—**65p.; Not available in hard copy due to marginal legibility of original document; Pages 17-18 missing from document prior to being shipped to EDRS for filming

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Curriculum, \*Curriculum Evaluation, \*Educational Research, Elementary Education, \*Elementary School Science, Evaluation, Science Education, Secondary Education, \*Secondary School Science, \*Teacher Education**

**Identifiers—\*Australia, Research Reports**

This handbook provides potential users of the Australian Science Teacher Education Project (ASTEP) units with information gathered from other teacher educators who evaluated the units as part of field trials. The data, presented in graphical form when possible, are divided into three sections: (1) summary of evaluator's responses to individual units, (2) comparison of units in terms of evaluator's responses to particular questions, and (3) directory of stated objectives for ASTEP units. The evaluation questionnaire is included as an appendix. (MH)

**ED 132 024 SE 021 503 A National Plan for Energy Research, Development & Demonstration: Creating Energy Choices for the Future, 1976. Volume 1: The Plan.**

Energy Research and Development Administration, Washington, D.C.  
Report No.—ERDA-76-1

**Pub Date 76**

**Note—**125p.

**Available from—**Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (Stock Number 052-010-00478-6, \$2.00)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors—**\*Energy, Energy Conservation, Government Publications, \*Government Role, \*National Programs, \*Planning, \*Research, Science Education, Scientific Research, Solar Radiation, Technology

**Identifiers—**\*Energy Research and Development Administration, ERDA

This report presents a plan developed by the Energy Research and Development Administration (ERDA) concerning future energy sources. The plan summarizes ERDA's current views on the energy technologies the U.S. will need to achieve long-term energy independence. The role of the private sector in the development and commercialization of new energy technologies is addressed, and conservation technologies are ranked with supply technologies as the highest priorities for national action. (MH)

**ED 132 025 SE 021 547 The Environmental Impact of Electrical Power Generation: Nuclear and Fossil.**

Pennsylvania State Dept. of Education, Harrisburg.

Spons Agency—Energy Research and Development Administration, Washington, D.C.

Report No.—ERDA-69

**Pub Date 75**

**Contract—AT-40-2-4167**

**Note—**233p.; For related Teacher's Guide, see SE 021 548; Contains occasional marginal legibility in Tables and Figures

**Available from—**Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$3.05)

**EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.**

**Descriptors—**Adult Education, \*College Science, Curriculum, \*Electrical Systems, \*Energy, Energy Conservation, \*Environment, Fuels, Higher Education, Instructional Materials, Science Education, \*Textbooks, Utilities

This text was written to accompany a course concerning the need, environmental costs, and benefits of electrical power generation. It was compiled and written by a committee drawn from educators, health physicists, members of industry and conservation groups, and environmental scientists. Topics include: the increasing need for electrical power, and current and proposed methods for meeting this need; nuclear power and fossil-fueled plants, their wastes, and health effects; considerations for choosing the site for a new power plant; energy conservation; and environmental effects of power generation. The appendices include a glossary of terms, a bibliography for further study, a decision-making model to help the reader analyze the information received, and a brief outline of the procedure that must be followed by a utility in order to construct and operate a nuclear power plant. (MH)

**ED 132 026 SE 021 548 The Environmental Impact of Electrical Power Generation: Nuclear and Fossil. Teacher's Guide.**

Pennsylvania State Dept. of Education, Harrisburg.  
Spons Agency—Energy Research and Development Administration, Washington, D.C.  
Report No.—ERDA-70

**Pub Date 75**

**Contract—AT-40-2-4167**

**Note—**29p.; For related document, see SE 021 547

**Available from—**Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.20)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Adult Education, \*College Science, Curriculum, \*Electrical Systems, \*Energy, Energy Conservation, \*Environment, Higher Education, Science Education, \*Teaching Guides

This teacher's guide accompanies a course concerning the need, environmental costs, and benefits of electrical power generation. Each chapter of this guide corresponds to a chapter in the course text, and includes the following: a list of behavioral objectives for the corresponding chapter, a list of suggested activities, recommended audio-visual aids, and a list of reference materials. At the end of the teacher's guide is a decision-making model to help the reader analyze the information received. The appendices include laboratory safety rules for working with radioactive substances and an achievement test. (MH)

**ED 132 027 SE 021 556 Wilson, John T. And Others**

**Evaluation Report for the Iowa-ASSIST Implementation Effort, 1974-1975.**

Iowa Univ., Iowa City. Science Education Center.  
Spons Agency—National Science Foundation, Washington, D.C.

**Pub Date Sep 76**

**Grant—**NSF-GW-8753

**Note—**53p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Curriculum, Educational Programs, Educational Research, \*Elementary Education, Elementary School Science, Evaluation, Inservice Teacher Education, \*Program Evaluation, \*Science Education, \*Secondary Education, Secondary School Science, \*Teacher Workshops

**Identifiers—**\*Iowa ASSIST

This report evaluates the Iowa-ASSIST (Alternative Strategies and Services for Improving Science Teaching) program for assisting schools and communities with improvement of science teaching and science offerings. Program activities that are evaluated include the implementation and revision of major science curriculum programs in Iowa, and inservice teacher workshops designed to provide an introduction to the con-

tent, organization, and teaching strategies which characterize a given program. A sample of teacher participants was questioned on the objectives, content, and effectiveness of the workshops. The results of the data analysis led to the conclusion that the workshops were quite effective in fulfilling their objectives. Summative viewpoints on the program are given from both an advocate's view and an adversary's view. (MH)

**ED 132 028 SE 021 569 Bassow, Herb**

**The Great Sprawl Can Debate.**

**Pub Date Nov 75**

**Note—**50p.; 1976 Ohaus-NSTA Award winning paper; Not available in hard copy due to marginal legibility of original document; Appendix 1 and Appendix 2, pages A2-18, 21, 22 were removed prior to being submitted to EDRS due to copyright restrictions

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**\*Air Pollution Control, Curriculum, \*Environment, Environmental Education, \*Instructional Materials, Pollution, Science Education, Scientific Research, \*Secondary School Science, \*Social Problems

**Identifiers—**\*Aerosol Cans, \*Fluorocarbons

This booklet, designed to be used in high school classrooms, concerns the technological, economic, and political contexts of the fluorocarbon-ozone depletion controversy. The curriculum is divided into three phases: the scientific dimension, which is a pure science analysis using lab-classroom tools and methodologies; the philosophical dimension, which deals with questions of truth, ethics, and legislative implications; and the career education dimension, which examines the variety of occupations and different areas of knowledge involved in resolving the controversy. A selected bibliography of reference materials is listed, and the appendices include magazine and newspaper articles concerning the controversy. (MH)

**ED 132 029 SE 021 570 Humphries, Frederick S.**

**Black Colleges-A National Resource for the Training of Minority Scientific and Engineering Manpower.**

**Pub Date Feb 76**

**Note—**16p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Contains occasional light and broken type

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*College Science, \*Engineering Education, \*Higher Education, \*Minority Groups, Negro Attitudes, \*Negro Colleges, \*Negro Education, Negro Students, Science Education

This paper outlines recent Black achievements in higher education, particularly in science and engineering. Stressed, however, is the fact that while Black achievement has greatly increased in recent years, it still lags far behind national averages. Cited are five studies comparing Black and non-Black enrollment in various disciplines, and number of student majors by departments in historically Black colleges. Recommended is stronger emphasis upon programs such as the Science Curriculum of the Thirteen-College Curriculum Program and greater financial awards to Black students majoring in scientific disciplines. (SL)

**ED 132 030 SE 021 589 Dyman, Daniel J.**

**A Systems Approach With Didactor-Assisted Instruction Applied to the Cognitive Domain in Biology.**

**Pub Date Jul 72**

**Note—**153p.; Ed.D. Dissertation, Ball State University; Contains occasional light and broken type; Photographs may not reproduce well

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors—**\*Biology, \*College Science, Computer Assisted Instruction, Contraception, Doctoral Theses, Educational Research, Genetics, Higher Education, \*Instructional Materials, \*Relevance (Education), Science Education, \*Systems Approach, Teaching Methods

**Identifiers—**\*Research Reports

This study investigated the development of effective largegroup instructional materials which are relevant and meaningful to the general studies biology student. The criterion of student interest guided the selection of birth, birth control, and genetic counseling as topics for developing relevant prototype instructional materials. These materials utilized many types of instructional methods, including audio-tutorial, programmed instruction, film clips, case histories, and the Didactor computer-type teaching instrument. A pilot study of the prototype materials was conducted with six volunteer students. After being introduced into the regular general studies biology format, analysis of student feedback, questionnaire appraisal, and comprehensive testing of over 600 students led to the final revision of instructional strategies. Questionnaire appraisal of the finalized prototype instructional systems indicated that a decisive majority of students reported the instructional systems to be relevant, current, and interesting. Test data analysis indicated that the students achieved beyond the minimum established criteria for the success of the prototype instructional systems. Test data indicated that the selection of instructional strategies were effective means for the attainment of the respective student behavioral objectives. (Author/MH)

**ED 132 031** SE 021 657  
*Osborne, Alan R., Ed.*

**Investigations in Mathematics Education, Vol. 9 No. 1.**

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 76

Note—73p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription, \$6.00, \$1.75 single copy) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Abstracts, Cognitive Development, Elementary Secondary Education, Instruction, \*Learning, Logic, \*Mathematics Education, Number Concepts, Research, \*Research Reviews (Publications), Teacher Education, Testing

Twenty research reports related to mathematics education are abstracted and analyzed. Four of the reports deal with aspects of learning theory, ten with topics in mathematics instruction (problem solving, number concepts, number operations, and logic), two with teacher education, two with textbook development, one with testing, and one with goals for teaching mathematics. Research related to mathematics education which was reported in RIE and CJIE between October and December 1975 is listed. (DT)

**ED 132 032** SE 021 658  
*Osborne, Alan R., Ed.*

**Investigations in Mathematics Education, Vol. 9 No. 2.**

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 76

Note—71p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (Subscription \$6.00, \$1.75 single copy) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Abstracts, \*Cognitive Development, Elementary Secondary Education, Geometry, Instruction, Learning, Logic, \*Mathematics Education, Ratios (Mathematics), Research, \*Research Reviews (Publications), Subtraction, Teacher Education

Identifiers—Calculators

Thirteen different research reports related to mathematics education, plus a set of five studies by one investigator and his associates, are abstracted and analyzed. The set of five studies is primarily concerned with how students deal with ratio. Of the other studies, one focuses on the longitudinal effects of inservice teacher training; five deal with student understanding of topics in mathematics (problem solving, logic, geometry, and subtraction); three are concerned with instructional procedures (college remedial mathematics, CAI, and use of calculators); two look at questions in learning theory; and two focus on sociological concerns. Research related to mathematics education which was reported in RIE and

CJIE between January and March 1976 is listed. (DT)

**ED 132 033** SE 021 659  
*Martin, J. Larry, Ed. Bradbard, David A., Ed.*

**Space and Geometry. Papers from a Research Workshop.**

ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.; Georgia Univ., Athens, Georgia Center for the Study of Learning and Teaching Mathematics.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.; National Science Foundation, Washington, D.C.

Pub Date Aug 76

Grant—PES-7418491

Note—250p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Rd., 3rd Floor, Columbus, Ohio 43212 (\$4.25)

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—\*Cognitive Development, Conference Reports, Curriculum, Elementary School Mathematics, Elementary Secondary Education, \*Geometric Concepts, Geometry, Instruction, \*Mathematics Education, \*Research, \*Research Reviews (Publications)

Seven papers presented at a research conference on space and geometry are contained in this monograph. The first paper gives an historical sketch of the development of geometry and discusses several considerations for selecting geometric content for the elementary school. Two papers deal with Piaget's research into the child's development of space and geometry concepts, and another paper suggests directions for further research on space from the Piagetian perspective. A fifth paper reviews the van Hiele levels of development in geometry and discusses the new Soviet geometry curriculum, another paper reviews cross-cultural research on perception, and the final paper examines some research issues concerning children's concepts of transformation geometry. (DT)

**ED 132 034** SE 021 660  
*Helgeson, Stanley L., Ed. Blosser, Patricia E., Ed.*

**Investigations in Science Education, Vol. 2, No. 2. Expanded Abstracts and Critical Analyses of Recent Research.**

Ohio State Univ., Columbus. Center for Science and Mathematics Education.

Pub Date 76

Note—64p.; Contains occasional small print

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (Subscription, \$6.00, \$1.75 single copy) EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Abstracts, \*Cognitive Development, \*Educational Research, \*Instruction, Research, Research Methodology, Science Education

Identifiers—Piaget (Jean), \*Piagetian Studies, Research Reports

This issue of INVESTIGATIONS IN SCIENCE EDUCATION (ISE) provides analytical abstracts, prepared by science educators, of research reports in the areas of individual analysis, instruction, cognitive development, and Piagetian studies. Each abstract includes bibliographical data, research design and procedure, purpose, research rationale, and an abstractor's analysis of the research. Some abstracts are clustered by topics investigated. (SL)

**ED 132 035** SE 021 661  
*Hall, Gene E., Ed. Fox, Fred W., Ed.*

**1977 AETS Yearbook - Science Teacher Education: Vantage Point 1976.**

Association for the Education of Teachers in Science; ERIC Information Analysis Center for Science, Mathematics, and Environmental Education, Columbus, Ohio.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jan 77

Note—221p.

Available from—Information Reference Center (ERIC/IRC), The Ohio State University, 1200 Chambers Road, 3rd Floor, Columbus, Ohio 43212 (\$4.25 for members, \$5.25 for nonmembers)

EDRS Price MF-\$0.83 HC-\$11.37 Plus Postage.

Descriptors—\*Inservice Teacher Education, \*Preservice Education, Science Education, \*Science Education History, Science Supervision, Science Teachers, \*Teacher Education, Teacher Educators, Yearbooks

Identifiers—AETS

This fourth annual yearbook of the Association for the Education of Teachers of Science presents eight articles relating to science teacher education. The articles include: a summary of science education and science teacher education from 1900 to 1975, a review of problems and innovations in preservice teacher education, a look at the position of the science supervisor, a review of science education doctoral programs, a summary of science teacher education-related research, an examination of current important factors which may involve alternative science education methods in the future, and an overall review of the past, present, and future needs of science education. (SL)

**ED 132 036** SE 021 662  
**Energy Increase of 18 Percent Paces Industrial R&D Spending in 1975. Science Resources Studies Highlights, October 27, 1976.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies. Report No.—NSF-76-324

Pub Date 27 Oct 76

Note—5p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Annual Reports, \*Federal Aid, \*Financial Support, \*Research, Science Education, Scientific Research

Identifiers—\*National Science Foundation, NSF

Reported are the results of the 1975 survey of federal and industrial spending for research and development (R&D) activities. Data are presented for comparison with 1974 data. Major findings include: R&D spending rose 5%, to \$23.5 billion; Federal funds to R&D rose 5%, to \$8.8 billion; industry funds to R&D rose 5%, to \$14.8 billion; energy R&D spending rose 18%, to \$1.4 billion; basic research spending rose by 4%, to \$700 million; industry applied research spending rose 6%, to \$4.4 billion; and the number of full-time-equivalent R&D scientists and engineers rose 1%, to 362,500. (SL)

**ED 132 037** SE 021 663  
**Largest Increase in Employment of Doctoral Scientists and Engineers Is in Industrial Sector: 1973-75. Science Resources Studies Highlights, October 28, 1976.**

National Science Foundation, Washington, D.C. Div. of Science Resources Studies. Report No.—NSF-76-326

Pub Date 28 Oct 76

Note—5p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Engineering Education, \*Engineers, National Surveys, \*Occupational Surveys, \*Reports, Science Education, \*Scientists, \*Surveys Identifiers—\*National Science Foundation, NSF

Reported are the results of a 1975 biennial survey of the occupational status of doctorate-holding scientists and engineers in the United States. The data are presented with comparisons of data from the 1973 survey. Major findings include: the population of doctoral scientists and engineers grew 13% from 1973 to 1975; the number of women holding Ph.D.'s grew 23%; unemployment rate for doctoral scientists and engineers was less than 1% in 1975; the number of employed doctoral scientists and engineers grew by 16%, with a 32% increase within industry; and the number of doctoral scientists and engineers receiving federal support declined 46%. (SL)

**ED 132 038** SE 021 666  
**NASA Report to Educators, Vol. 4, No. 3, October 1976.**

National Aeronautics and Space Administration, Washington, D.C. Report No.—NASA-451

Pub Date Oct 76

Note—9p.; Photographs may not reproduce well

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Aerospace Education, Science Education, Science History, Science Materials, \*Space, \*Space Sciences

**Identifiers—**\*Mars, NASA, \*National Aeronautics and Space Administration

This periodical presents a summary of the Viking Mission to Mars, a listing of Skylab science films with the address for additional information; a schedule of exhibits at National Aeronautics and Space Administration visitor centers; space shuttle news; announcements of International Science Fair Awards; and an annotated bibliography of meteorites and comets. (SL)

**ED 132 039**

SE 021 672

Wilson, Alison F.

**The Effects of Schools in Victoria on the Science Achievement of Junior Secondary Students. IEA (Australia) Report 1975:2.**

Australian Council for Educational Research, Hawthorn.; International Association for the Evaluation of Educational Achievement, Hawthorn (Australia).

Report No—IEA(Australia)-R-1975-2

Pub Date 75

Note—46p.

Available from—Lawrence Verry, Inc., River Road, Mystic, Connecticut 96355 (\$1.50)

**Document Not Available from EDRS.**

**Descriptors—**\*Achievement, \*Educational Research, Low Achievement Factors, Science Education, Science Facilities, Secondary Education, \*Secondary School Science

**Identifiers—**\*Australia, Research Reports

Data of a 1970 research project regarding student achievement in science of 36 Australian secondary schools were reanalyzed to examine the effects of schools on science achievement for six schools rating highest above expectation and six schools rating lowest below expectation. Schools scoring above expectation appeared to have good accommodations for science and had well organized science departments. Teachers demanded high academic standards and used a variety of teaching methods. The science staff in these schools had less post-secondary training but more inservice training and felt a greater need for further refresher courses than did the staff in schools which achieved below expectation. (Author/SL)

**ED 132 040**

SE 021 673

Boud, D. J.

**Educational Objectives in Applied Science. Report to the Leverhulme Trust.**

Heriot-Watt Univ., Edinburgh (Scotland); Strathclyde Univ., Glasgow (Scotland).

Spons Agency—Leverhulme Trust, London (England).

Pub Date Jun 76

Note—131p.; Not available in hard copy due to marginal legibility of original document

Available from—Miss Jean M. G. Hardie, Assistant Secretary, Royal College, University of Strathclyde, Glasgow, G1, Scotland (no price quoted)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Civil Engineering, \*College Science, Computer Science, \*Computer Science Education, Engineering, \*Engineering Education, Higher Education, Science Education, \*Undergraduate Study

**Identifiers—**\*Great Britain

This project was directed towards exploring issues in undergraduate engineering education and presenting recommendations for future activities in engineering education at two universities. The report includes 14 recommendations pertaining to engineering education in areas such as: practical training, course structure and organization, teaching methods, assessment, staff development, and course development. Samples of instruments used in the study are included. (SL)

**ED 132 041**

SE 021 674

Fertiita, Neal V.

**Assisting Teachers to Infuse Science Processes Into an Existing Unified Science Program.**

Pub Date [76]

Note—133p.; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Curriculum, \*Curriculum Development, Doctoral Theses, \*Educational Research, Elementary Education, \*Elementary School Science, \*Instructional Materials, Primary Grades, Science Education, \*Unified Studies Programs

**Identifiers—**Research Reports, \*Unified Science

The purpose of this study was to develop and implement a means of assisting teachers to infuse the teaching of science processes into an existing Unified Science program for grades K through 6. The identification of component science skills for each grade level and subsequent writing of sample activities are described. Field testing of the instructional materials and plans for their implementation are discussed. Numerous appendices include sample instructional materials, and documents concerning their evaluation and testing. (MH)

**ED 132 042**

SE 021 675

Goodwin, Harold L.

**Marine Affairs Education in Hawaii's Future.** Hawaii Univ., Honolulu. Dept. of Curriculum and Instruction.

Spons Agency—Hawaii Univ., Honolulu. Sea Grant Program.

Pub Date 2 Apr 75

Note—28p.; Report of a Conference (University of Hawaii, Honolulu, February 4-7, 1975); Not available in hard copy due to numerous small, broken, and light type throughout document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Biological Sciences, Ecology, Elementary School Science, Elementary Secondary Education, \*Environmental Education, \*Marine Biology, \*Natural Sciences, \*Oceanology, \*Science Education, Secondary School Science

**Identifiers—**\*Hawaii

This booklet summarizes the principal conclusions of a four day conference held by the University of Hawaii's Curriculum Research and Development Group and Department of Curriculum and Instruction in order to examine the development of a marine curriculum for Hawaiian schools from kindergarten to 12th grade. A major conclusion of the conference was that new marine education opportunities would have to be developed as existing activities are insufficient in scope to serve the whole state nor can they be expanded to serve the entire state. The report includes sections on a rationale for a curriculum, basic considerations in curriculum design, social sciences in marine affairs, the teacher and marine affairs, constraints and problems, and a check list for possible action. (SL)

**ED 132 043**

SE 021 709

Angel, James L.

**The New Medical College Admissions Tests: New Dimensions in Assessment.**

Pub Date 76

Note—15p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Achievement Tests, \*Admission (School), \*Admission Criteria, College Admission, \*College Entrance Examinations, Educational Assessment, \*Evaluation, \*Medical Education, \*Medical Schools, Medical Students

This paper by James L. Angel, Director, Medical College Admissions Assessment Program, Association of American Medical Colleges, was presented at the 1976 annual meeting of the American Association for the Advancement of Science. Discussed are various issues and factors considered in the development of the new Medical College Admissions Test to be introduced in 1977, a description of the development project producing the new test, and an outline of the content and objectives of the new test. (SL)

**ED 132 044**

SE 021 711

Ferguson, Thomas A. Repass, Susan O.

**Developing a Science Program for Kindergarten Children.**

Pub Date 1 Dec 75

Note—31p.; A Science Teaching Achievement Recognition (STAR) award winning paper

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Activities, Bibliographies, Educational Resources, Elementary Education, \*Elementary School Science, Kindergarten, Resource Guides, \*Science Activities, \*Science Education, Science Experiments, \*Science Projects

This paper outlines a project for developing a comprehensive volume devoted to concrete teaching ideas, resources, strategies, and activities relating to science education for elementary

school students and teachers. An extensive bibliography of existing references on science activities and resources is included. (SL)

**ED 132 045**

SE 021 713

Rao, C. N. R., Ed.

**Educational Technology in the Teaching of Chemistry. Proceedings of the International Symposium (Madrid, Spain, September 6-7, 1975).**

International Union of Pure and Applied Chemistry, Oxford (England).

Spons Agency—United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 75

Note—225p.

Available from—IUPAC Secretariat, Bank Court Chambers, 2-3 Pound Way, Cowley Centre, Oxford, United Kingdom OX4 3YF (\$5.00)

**Document Not Available from EDRS.**

**Descriptors—**\*Chemistry, College Science, \*Conference Reports, \*Developing Nations, \*Educational Technology, Higher Education, \*Instruction, \*International Education, Science Education, Secondary Education, Secondary School Science

This booklet presents the proceedings of an international symposium held at Madrid, Spain, September 6-7, 1975, to discuss the present state and future prospects of educational technology as it affects the teaching of chemistry. Ten papers and reports from 20 countries are included, with topics including: the potentialities of new educational technology, development of educational technology tools for teaching chemistry, factors affecting the selection of teaching techniques, programmed learning, computer-assisted instruction in chemistry and problems and challenges in developing countries. (SL)

**ED 132 046**

SE 021 723

Karpilis, Robert And Others

**Proportional Reasoning and Control of Variables in Seven Countries. Advancing Education Through Science-Oriented Programs, Report ID-25.**

California Univ., Berkeley. Lawrence Hall of Science.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Jun 75

Note—62p.; Contains occasional light type

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**\*Cognitive Development, Cognitive Measurement, Cognitive Tests, \*Educational Research, \*Evaluation, \*Science Education, Secondary Education, Secondary School Science, \*Student Evaluation

**Identifiers—**Europe, \*Piaget (Jean), Research Reports, United States

Reported are the results of a study of the Piagetian formal thought range of 3600 students, 13 to 15 years old, in seven countries: Denmark, Sweden, Italy, United States, Austria, Germany, and Great Britain. Cognitive measurement was obtained by group administration of two tasks to assess proportional reasoning and control of variables. Overall results found 25% of the students at the formal level, 32% of the students in a transition level, 15% of the students at an additive level, and 28% of the students at an intuitive level. Scoring procedures and summary results for each country are also included. (SL)

**ED 132 047**

SE 021 727

Shapley, Willis H.

**Research and Development in the Federal Budget, FY 1977.**

American Association for the Advancement of Science, Washington, D.C.

Pub Date 76

Note—101p.

Available from—American Association for the Advancement of Science, 1515 Massachusetts Ave., N.W., Washington, D.C. 20005 (\$5.50)

**Document Not Available from EDRS.**

**Descriptors—**\*Budgets, Federal Aid, \*Federal Government, \*Financial Support, \*Program Budgeting, Research, Research and Development Centers, Research Opportunities, Science Education, \*Sciences, \*Scientific Research

Described is the federal government's budgeting process for allocating resources to research and development (R&D). The report includes: an overview of R&D in context of the total budget, a review of R&D budget data, identification of

recurring issues and issues concerning the analysis of R&D budgets, an analysis of the FY 1977 budget, and a discussion of the review of federal R&D budgets by organizations outside the government. (SL)

ED 132 048

SE 021 742

*Prior, Jean Cutler*

**A Regional Guide to Iowa Landforms.** Iowa Geological Survey Educational Series 3. Iowa Geological Survey, Iowa City.

Pub Date 76

Note—155p.; Shaded drawings and colored photographs may not reproduce well Available from—Iowa Geological Survey, 123 N. Capitol Street, Iowa City, Iowa 52242 (no price quoted)

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Earth Science, Elementary School Science, Elementary Secondary Education, Environmental Education, \*Geography, \*Geology, \*Instructional Materials, Science Education, \*Secondary School Science  
Identifiers—\*Iowa

Presented is a non-technical account of the geological appearance and history of the state of Iowa. Included are Iowa's landscape features, geologic events, and processes that shaped the landscape. Maps and numerous illustrations picture the events and landforms described. Each of the state's seven principal landform regions is discussed in detail. (SL)

ED 132 049

SE 021 743

*Nicodemus, Fred E., Ed.*

**Self-Study Manual on Optical Radiation Measurements: Part I—Concepts, Chapters 1 to 3.** NBS Technical Note 910-1.

National Bureau of Standards (DOC), Washington, D.C.

Pub Date Mar 76

Note—105p.; Not available in hard copy due to numerous small type throughout document

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$2.10)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*College Science, Educational Resources, Higher Education, Individualized Instruction, \*Individual Study, \*Instructional Materials, \*Manuals, \*Optics, \*Physics, Science Education

This is the initial publication of a series of self-study manuals on optical radiation measurement, and contains the first three chapters. Additional chapters will be published when completed. These chapters include: an introduction to optical radiation and the ray approach to its treatment; an introduction to the basic radiometric quantity radiance; and the development of the concept of spectral radiance. Calculus is used throughout in the development and each chapter includes a detailed summary. (SL)

ED 132 050

SE 021 745

*Schaer, Walter Alfred*

**The Utilization of Experiential Design Awareness in Undergraduate General Education Programs.**

Pub Date 76

Note—176p.; Ph.D. Dissertation, Walden University

Available from—University Microfilms International, 300 N. Zeeb Road, Ann Arbor, Michigan 48106 (Ordering Number LD00086, \$18.00)

Document Not Available from EDRS.

Descriptors—\*Cultural Awareness, \*Design, \*Educational Diagnosis, Educational Improvement, \*Educational Needs, Educational Research, \*Environment, \*Environmental Education, \*Higher Education, Science Education  
Identifiers—Research Reports

Considered is the problem of a need for experiential design awareness to enable people to deal more meaningfully with the environment. A survey of 165 institutions of higher education revealed that only 58 were offering undergraduate courses even remotely related to experiential design awareness and only 4% required the courses on a compulsory schedule. An experiential design awareness model is described for adoption by universities. (SL)

ED 132 051

SE 021 746

*Jacob, Gerhard*  
**Scientific Training in Brazil.**  
Pub Date [76]

Note—11p.; Not available in hard copy due to marginal legibility of original document  
EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Doctoral Programs, \*Educational Programs, Graduate Students, Graduate Study, \*Higher Education, \*Science Education, Science History, \*Sciences, \*Scientists  
Identifiers—\*Brazil

Described are the history and current trends of graduate level training of scientists in Brazil. Current and probable future problems are considered. (SL)

ED 132 052

SE 021 748

*Seltz-Petrash, Ann, Ed.*  
**Science Books & Films, Volume 12 Number 3.** American Association for the Advancement of Science, Washington, D.C.

Pub Date Dec 76

Note—59p.

Available from—Publications Department (Dept. W3), American Association for the Advancement of Science, 1515 Massachusetts Avenue, N.W., Washington, D.C. 20005 (\$16.00 per year, \$4.25 single copy)  
Document Not Available from EDRS.

Descriptors—Bibliographies, \*Book Reviews, Books, \*Elementary Secondary Education, \*Films, \*Higher Education, Instructional Aids, Mathematics, \*Science Education, \*Science Materials, Social Sciences, Visual Aids  
Identifiers—\*Piaget (Jean), Research Reports

This publication continues the American Association for the Advancement of Science (AAAS) review of science films and books. Each book or film review includes: grade level, the level of recommendation from "Highly recommended" to "Not recommended," bibliographic data, and ordering information. A special section is devoted to children's books. Books and films reviewed are from a wide range of science, engineering, and social science fields. (SL)

ED 132 053

SE 021 749

**National Science Foundation-Supported Science Education Materials: Problems in Evaluation, Distribution, and Monitoring. Report to the Congress by the Comptroller General of the United States.**

Comptroller General of the U.S., Washington, D.C.

Spons Agency—Congress of the U.S., Washington, D.C.

Report No—HRD-76-134

Pub Date 20 Oct 76

Note—79p.; Follow-on to ED 113 281

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—\*Curriculum Development, \*Curriculum Evaluation, Curriculum Problems, Elementary Secondary Education, Evaluation Needs, \*Federal Programs, Policy Formation, \*Program Administration, Projects, \*Science Education, \*Social Sciences  
Identifiers—\*National Science Foundation

After a study of ten science education projects receiving NSF financing, the GAO concludes that evaluation of educational materials needs more attention, distribution efforts should be strengthened, and a need exists for more active and systematic project monitoring. Chapter 1 of this document gives a general review of NSF activities and funding policies; Chapters 2, 3, and 4 respectively report details of evaluation, distribution, and monitoring efforts of the ten science education projects; and Chapter 5 discusses the scope of the NSF review. Appendices list the ten NSF-supported science education projects (along with a general project description, types of materials produced by that project, and amount of funding for each project), NSF responses to the GAO recommendations, and names of NSF officials responsible for administrative activities discussed in the report. (DT)

ED 132 054

SE 021 753

*Karplus, Robert*

**Opportunities for Concrete and Formal Thinking on Science Tasks.**

California Univ., Berkeley. Lawrence Hall of Science.

Pub Date [73]

Note—18p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Cognitive Development, \*Cognitive Measurement, Cognitive Processes, \*Cognitive Tests, \*Elementary School Science, Elementary

Secondary Education, \*Evaluation, \*Measurement Instruments, Science Education, Secondary School Science, \*Tests  
Identifiers—\*Piaget (Jean)

Described are 12 instruments utilized in studies measuring the Piagetian level of cognitive development of students. Instruments for elementary and secondary students are included, and a detailed analysis of the concepts measured and the method for evaluating the results of each instrument is included. Stressed is the importance of analyzing why a particular response is obtained rather than scoring the answers obtained. (SL)

ED 132 055

SE 021 755

*Wollman, Warren*  
**Intellectual Development Beyond Elementary School VI, Controlling Variables: A Survey.** California Univ., Berkeley. Lawrence Hall of Science.

Pub Date [76]

Note—15p.; Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Cognitive Ability, \*Cognitive Development, Conservation (Concept), \*Educational Research, \*Elementary Secondary Education, Intellectual Development, Mental Development, \*Science Education  
Identifiers—\*Piaget (Jean), Research Reports

Reported is a study of 1555 students, grades 4-12, regarding understanding the concept of controlling variables. Subjects were examined on a task involving spheres rolling down an incline and striking a target sphere; they were evaluated upon their explanations of answers, not their choice of answers. Findings indicated that the Piagetian stage of formal thinking does not develop spontaneously; however, for above average subjects, the beginning of a formal stage usually develops by age 14, and somewhat later for less able subjects. Also, it is probable that there is no single formal concept of controlling variables. A copy of the evaluation instrument is included. (SL)

ED 132 056

SE 021 763

*Parascandola, John*  
**The Early Development of Pharmacology in America.**

Pub Date Feb 76

Note—16p.; Paper presented at the annual meeting of the American Association for the Advancement of Science (Boston, Massachusetts, February 22-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Biological Sciences, Biology, Chemistry, Health Occupations, Medicine, \*Pharmacists, Science Education, \*Science History, \*Scientific Enterprise, Scientists  
Identifiers—\*Pharmacology

Presented is a review of the development of the science of pharmacology, the study of the interaction of chemical agents with living matter. The origins of the field are traced from 17th century Europe to the present, with major emphasis upon the scientists and developments made in the field in the United States. (SL)

## SO

ED 132 057

SO 009 341

**Population Dynamics and Educational Development: A Selection of Papers Presented at the Regional Seminar of Experts on Population Dynamics and Educational Planning (Bangkok, Thailand, September 10-18, 1973).**

United Nations Educational, Scientific, and Cultural Organization, Bangkok (Thailand). Regional Office for Education in Asia.

Report No—BKP-74-OP-789-600

Pub Date 74

Note—294p.

Available from—UNIPUB, P.O. Box 433, Murray Hill Station, New York, New York 10016 (\$14.95 paperbound)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, Area Studies, Asian Studies, Case Studies, Comparative Education, Demography, Developing Nations,

\*Educational Development, Educational Innovation, Educational Planning, \*Educational Problems, Educational Trends, Elementary Secondary Education, Enrollment Projections, Equal Education, Government Role, International Education, \*Population Education, Population Growth, \*Population Trends, \*School Demography, Socioeconomic Influences, Tables (Data), Urbanization

Identifiers—\*Asia

A selection of papers on Asian population trends and educational development is presented in four parts. Part I defines the major components of Asian population growth as the rapid decline in mortality after 1945, relative increases in the population of less developed regions, accelerated fertility potential, and unequal distribution of wealth. Education is characterized by unequal opportunity and a high dropout rate in primary grades. Part II views rapid population growth as an obstacle to progress and discusses the shortage of capital, the employment dilemma, rising costs of services, social development, and the difficulties of setting educational priorities. Case studies are presented which focus on educational expansion and equality in Japan, Sri Lanka, Pakistan, Thailand, and Singapore. Part III focuses on rural-urban migration and highlights the problems of this migration with case studies of India, Japan, and Indonesia. Part IV discusses the need for educational innovation and suggests that planners redefine educational objectives more democratically. This section discusses international cooperation in education, radical policies for rural areas, local input into the educational system, and the importance of family planning. A selected bibliography is included. (Author/DB)

**ED 132 058**

SO 009 388

*Handy, Rollo*

**The Measurement of Values: Behavioral Science and Philosophical Approaches. Modern Concepts of Philosophy Series.**

Pub Date 70

Note—221p.

Available from—Warren H. Green, Inc., 10 South Brentwood Blvd., St. Louis, Missouri 63105 (\$12.50 hardbound)

Document Not Available from EDRS.

Descriptors—\*Behavioral Sciences, \*Comparative Analysis, Conceptual Schemes, \*Literature Reviews, \*Measurement, Measurement Techniques, Research Problems, \*Theories, \*Values

The work of behavioral scientists and philosophers on value measurement is discussed, including a review of issues, controversies, and several attempts to measure values. The author points out vast disagreement in existing literature about value measurement, definitions of measurement and values in general, and the meaning of the scientific method. In this book measurement theory is regarded in its transactional context as an effort to facilitate prediction and control. In a comparison of subjective and objective bases for value measurement, the introspective technique requiring questionnaires and the direct study of striving behavior are described. Representative social and psychological attempts at value measurement are presented, including rank order techniques and inquiries which study both "surface" manifestations and "depth" factors. In a consideration of utility, rationality, and formal approaches to values, the author points out weaknesses in the descriptive, prescriptive, and normative approaches taken by formal models. Theories treating values as objects of interests and selective systems and as preferences and need satisfactions are explored, also. (AV)

**ED 132 059**

SO 009 462

*Torney, Judith V. And Others*

**Civic Education in Ten Countries: An Empirical Study. International Studies in Evaluation VI.**

International Association for the Evaluation of Educational Achievement, Stockholm (Sweden).

Spons Agency—Tri-Centennial Fund, Stockholm (Sweden).

Pub Date Jun 76

Note—341p.

Available from—Halsted Press, 605 Third Avenue, New York, New York 10016 (\$19.75 paperback)

Document Not Available from EDRS.

Descriptors—Affective Objectives, Civic Belief, \*Civics, Classroom Environment, Classroom

Techniques, Cognitive Objectives, Comparative Analysis, \*Comparative Education, Comparative Statistics, Comparative Testing, Cross Cultural Studies, Democratic Values, \*Educational Assessment, National Norms, Political Attitudes, Political Influences, Political Science, \*Political Socialization, Secondary Education, Socioeconomic Influences, \*Student Attitudes, Surveys

The political education of young people in West Germany, Finland, Iran, Ireland, Israel, Italy, Netherlands, New Zealand, Sweden, and United States is examined. Purposes of the study are to (1) define civic education cross-nationally, (2) deal with methodological problems in assessing student achievement and attitudes, (3) convey a detailed picture of student knowledge and attitudes, (4) assess the impact of home and school on knowledge and attitudes, (5) relate characteristics of school and national political systems to affective and cognitive outcomes, and (6) consider the place of a comparative civic-education study in political socialization research. A set of classroom-administered questionnaires covering factual knowledge, civic attitudes, perception and understanding of political processes, and background information were answered by over 30,000 10-year-olds, 14-year-olds, and preuniversity students. Answers were analyzed to show similarities in political education in different countries, to show processes of influence, and to compare age-level results. Results showed that classroom climate was more important than classroom practices. For example, more knowledgeable, less authoritarian, and more interested, though not necessarily more democratic, students attended schools where they were encouraged to have free discussion and to express their opinions in class. Cause and effect was conjectural only, but mental development and age of students proved important. (ND)

**ED 132 060**

SO 009 547

*Olsen, Marvin E.*

**Evaluation of the First Year of "Educational Services for Citizens Involved with Land Use" Conducted by the Center for Community Organization and Area Development.**

Augustana Coll., Sioux Falls, S. Dak. Center for Community Organization and Area Development.

Pub Date Jul 76

Note—16p.; Not available in hard copy due to poor legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, \*Citizen Participation, \*Community Information Services, Educational Programs, Information Systems, \*Land Use, Local Government, Local Issues, Post Secondary Education, Program Evaluation, \*Public Officials, \*Public Policy

Identifiers—South Dakota (Sioux Falls)

An assessment is made of the effectiveness of the first year of a delivery system of educational services for citizens involved with the issue of land use in Sioux Falls, South Dakota. One objective, to establish an overall educational program, was successful in that an accepted, dynamic organizational structure was created. A unified and coordinated program dealing with land use issues was not satisfactorily developed. Most successful among the efforts to develop a variety of educational services were "enablers"—individuals working in their local areas on local problems on a face-to-face basis. Other efforts included county forums on land use issues; "fast forum" opinionnaires; radio and television messages; and construction of a computer file of all individuals, organizations, and public officials in the area who are concerned with land use issues. An objective to facilitate citizen efforts to influence public officials and decision makers has not yet been successful. Once citizens become fully informed and adequately organized, it should be possible for them to exert significant influence. Recommendations for the program include unifying a focus on land issues, modifying enabler training programs, quickly producing a tangible outcome from group discussions, and developing a conceptual model and action plan for exerting influence on public decision making. (AV)

**ED 132 061**

SO 009 549

*Fronteras 1976: A View of the Border from Mexico. Proceedings of a Conference (San Diego, California, May 7-8, 1976).*

Spons Agency—California Bicentennial Commission, Sacramento.

Pub Date May 76

Note—43p.

Available from—Fronteras 1976, 233 A Street, Suite 902, San Diego, California 92101 (\$3.00 paper cover, 5 or more copies \$2.00 each)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Area Studies, Conferences, Developed Nations, Developing Nations, \*Economic Development, Economics, Foreign Nationals, \*Geographic Regions, \*Illegal Immigrants, \*International Education, \*International Programs, International Relations, Nationalism, Planned Community, Political Science, Regional Planning, Sociology

Identifiers—Bicentennial, \*Fronteras 1976, \*Mexico, United States

Fronteras 1976 is a bicentennial project, coordinated by two cities that share a common geographic region—San Diego, California, and Tijuana, Mexico. The project, developed from the need for structured binational cooperation in this region, focuses on the quality of life for the next century, especially the mutual opportunities and mutual problems of the two cities. The proceedings of the May 1976 plenary session are contained in this document. "A View of the Border from Mexico" was the theme. The key address discussed the close ties and resulting impact of one country's actions on the other. The former U.S. Under Secretary of Commerce for Border Development then reviewed the economic growth in the border regions of the United States. The economic progress of the border was discussed along with border problems. A sociological paper was presented which challenged the existing definition of the illegal alien situation as a potential self-fulfilling prophecy with adverse consequences. An architect stressed the need for future binational planning efforts in the context of physical problems facing the people of the region. A senior Mexican diplomat who is a specialist on international education concluded the conference by speaking about defining the role of educational exchange in international relations. (Author/ND)

**ED 132 062**

SO 009 555

*Meehan, Betty-Jo*

**The Old Pacific Northwest as Found in Children's Literature: A Bibliography.**

Pub Date 12 Aug 76

Note—11p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Annotated Bibliographies, Biographies, \*Childrens Books, Elementary Education, Fiction, Geography, Nonfiction, Social Studies Units, United States History

Identifiers—\*United States (Northwest)

Fifty children's books about the Pacific Northwest area of the United States are listed in this annotated bibliography. Fiction, nonfiction, and biographies published during 1963-1973 are included. The books were chosen for use with grades 1-9 and the appropriate grade level is noted after the annotation for many of the entries. Entries are listed alphabetically by author. It is suggested that the books be read aloud by the teacher when teaching social studies units about the northwestern United States. (ND)

**ED 132 063**

SO 009 556

*Udeen, David*

**Books for Children with Oregon Settings: A Revision of a Similar Booklist Compiled by the Jackson County Library System.**

Pub Date 12 Aug 76

Note—7p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—American Indians, \*Annotated Bibliographies, \*Childrens Books, Elementary Secondary Education, Family Life, Fiction, Geography, Social Studies, United States History

Identifiers—Oregon, State History

This annotated bibliography contains about 50 books on Oregon history for student reading. It includes topics such as fishing, pioneer families, frontier life, geography of the northwest, trading and mining, Indians, and the Oregon Trail. Most of the books listed are fiction. A few easily read nonfiction books are included. Most listings identify the appropriate grade level. Entries are listed alphabetically by author. (ND)

**ED 132 064** SO 009 564

*Archer, Angus, Ed.*

**Scanning Our Future. A Report from the NGO Forum on the World Economic Order in Support of the Seventh Special Session of the UN General Assembly on Development and International Economic Cooperation (September 1-12, 1975).**

United Nations Non-Governmental Organizations, New York, N.Y.

Spons Agency—Carnegie Endowment for International Peace, New York, N.Y.

Pub Date Feb 76

Note—233p.

Available from—Carnegie Endowment for International Peace, 345 East 46 Street, New York, New York 10017 (\$3.50 softbound, 10 or more \$3.00 each, 50 or more \$2.50 each)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Conference Reports, Developing Nations, Economic Climate, \*Economic Development, Economic Disadvantage, Economic Progress, Economics, Environment, Exports, Financial Problems, Food, \*Futures (Society), \*Global Approach, Industrialization, \*International Organizations, Population Growth, Technology, Values, World Affairs, \*World Problems**

**Identifiers—United Nations Nongovernmental Organizations**

This report of the Seventh Special Session at the Conference of Non-Governmental Organizations (NGOs) presents an account of the Forum on World Economic Order. Its purpose is to gain public awareness of the issues debated. The core of this report is the unique exchange of over 50 opinions which provide a compendium of ideas and judgments in the field of economic and social development and international cooperation. Issues discussed in the Forum were (1) human values in the economic order, (2) trade and commodity problems, (3) finance and monetary problems, (4) science and technology, (5) employment and industrialization, (6) food and marine resources, (7) internal development strategies, (8) global structures, and (9) shaping the future. For each issue, the report contains summaries of the experiences and wisdom of the participants, notes on the background of each issue, action taken by the Special Session, and information on where the issues will be debated next. General concerns expressed by participants focused on how to deal with the poorest sectors of the developing world and with future problems of population and environment. In conclusion, the report provides a discussion of the mood of the Special Session, review of NGO action and their future role, calendar of events, Resolution of the Special Session, a bibliography, and a list of abbreviations and terms. (ND)

**ED 132 065** SO 009 566

*Solomon, Daniel Kendall, Arthur J.*

**Dimensions of Children's Classroom Behavior as Perceived by Teachers.**

Pub Date Apr 75

Note—9p.; Paper presented at meeting of the Society for Research in Child Development (Denver, Colorado, April 1975); For related documents, see ED 114 337 and SO 009 567

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—\*Behavioral Science Research, \*Classroom Observation Techniques, \*Comparative Analysis, Educational Psychology, Educational Research, Elementary Secondary Education, Factor Analysis, Rating Scales, Research Design, \*Research Methodology, Sex Differences, Statistical Analysis, \*Student Behavior, \*Teacher Attitudes**

A study was conducted to ascertain which dimensions of children's classroom behavior are seen to be important by teachers and how accurate teachers' perceptions are of children's behavior in terms of such dimensions. Teachers in six suburban fourth-grade classrooms rated classroom behavior of each of their students (105 boys and 78 girls) using 5-point scales to rate 30 items. Five factors were identified which can be categorized as relating to either "task" or "social-emotional" aspects of behavior. The factors are (1) autonomous intellectual orientation; (2) democratic, cooperative behavior; (3) perseverant achievement behavior; (4) involvement in class activities; and (5) undisciplined activities. Girls were found to be more cooperative, better

behaved, and harder working than boys, a finding corroborated by other studies on sex differences among elementary school children. Negative and positive correlations between teachers' rating factors and other indices of children's orientations, values, and achievement-related indices provide evidence that teachers' perceptions of their students form clear and coherent dimensions which, when compared with other measures of similar orientations or behaviors, appear to be quite accurate. (Author/AV)

**ED 132 066** SO 009 567

*Solomon, Daniel Kendall, Arthur J.*

**Interactions between Child Types and Classroom Types.**

Pub Date Apr 76

Note—9p.; Paper presented at meeting of the Maryland School Psychologists Association (Baltimore, Maryland, April 1976); For related documents, see ED 114 337 and SO 009 566

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—Achievement, \*Classroom Environment, Cluster Analysis, \*Comparative Analysis, \*Educational Research, \*Elementary School Students, Elementary Secondary Education, Factor Analysis, Permissive Environment, Research Design, Statistical Analysis, \*Student Characteristics, Student Motivation**

Research is described which explores the hypothesis that different classroom situations may be optimal for different individuals. The approach used cluster analysis to identify student and classroom "types" whose interactions were then examined in an analysis of variance framework. About 1,300 fourth graders from 50 classrooms were involved in the study which incorporated classroom observations, teacher comments, student questionnaires, and achievement tests. Cluster analysis resulted in the identification of six classroom types ranging from permissive, warm, individualized atmospheres to highly controlled, cold, nonindividualized atmospheres. Three student types were low achievers lacking self-direction and confidence, highly motivated self-confident achievers, and strongly autonomous self-directed moderate achievers. A summary of major trends shows that low achieving boys did best in warm classes with moderate control, highly motivated boys did best in controlled classes which allow for student initiative, and autonomous boys did best in permissive classes which allow for student initiative. Low achieving girls did best in warm and individualized classes; high achieving girls did best in classes combining warmth, control, and orderliness; and autonomous girls did best in warm classes emphasizing student expressiveness. Major sex differences are enumerated, also. (Author/AV)

**ED 132 067** SO 009 575

*Timpone, Michael And Others*

**Youth Policy in Transition.**

Rand Corp., Santa Monica, Calif.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C. Office of the Assistant Secretary for Planning and Evaluation.

Report No.—R-2006-HEW

Pub Date Jun 76

Contract—HEW-100-75-0105

Grant—016B-7401-P2021

Note—192p.; For related documents, see ED 085 303 and ED 085 826

Available from—Publications, Rand Corporation, 1700 Main Street, Santa Monica, California 90406 (\$7.00 softbound)

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

**Descriptors—Adult Characteristics, Career Education, Development, \*Educational Change, \*Educational Needs, \*Educational Policy, Graduation Requirements, \*High Schools, Institutional Environment, Problems, School Improvement, Secondary Education, \*Social Change, Socialization, Social Science Research, Social Status, Work Experience, \*Youth, Youth Employment**

A study team was commissioned to critically review three independent reports on youth and schooling: "Youth: Transition to Adulthood"; "The Education of Adolescents"; and "The Reform of Secondary Education." The study team examined the reports in light of the most recent available social science evidence. The three reports, presenting similar analyses of the status of American youth and the institutions serving them at the end of the 1960s, proposed a

direction for reform: (1) dispersion of youth from schools to work place and community; (2) individualization and diversification of high school programs; (3) curricular reforms; and (4) new methods of school governance. This report is arranged into five major sections. The first three sections contain parallel and detailed analyses of the reports. Section I reviews the reports. Section II deals with some constraints of the adolescent life stage depicted by the reports, such as age segregation, prolongation of adolescence, and peer group development. Section III focuses on school youth's encounters with the labor market and Section IV covers findings and proposals that concern the organization and performance of high schools. Each chapter also spells out major considerations that the reports slight or omit. Section V attempts to define policy steps that seem feasible and sensible based on the review and events that have occurred since the three reports were written. The study team suggests that some findings of the three reports were overdrawn, the findings rest on a weak research base, and some proposed reforms may be less necessary or feasible than stated or would have effects other than those intended. (Author/ND)

**ED 132 068** SO 009 590

*Fishburne, Robert Purdy, Jr.*

**A Comparison of a Programmed and a Nonprogrammed Text on Evolution for the Fifth Grade.**

Pub Date 16 Jul 71

Note—29p.; M.A. Thesis, Georgia Southern College; Not available in hard copy due to poor reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—Anthropology, \*Cognitive Measurement, Comparative Analysis, Data Analysis, Educational History, \*Educational Research, Elementary Education, Elementary School Students, Evolution, Grade 5, Instructional Materials, Instructional Technology, Masters Theses, Post Testing, \*Programmed Instruction, Programmed Materials, \*Programmed Texts, Research Methodology, Sequential Approach, Student Attitudes, Test Results, Textbook Evaluation**

**Identifiers—Anthropology Curriculum Project**

Pupil learning about evolution under different types of instruction is examined. A branching style program in which written responses were required was compared with a program in which the same material was presented in straight narrative style. The project compiled and analyzed test results from 115 fifth-grade students. The students were divided into two groups, one of which was assigned a programmed text on evolution; the other was assigned a parallel narrative version. Results from a posttest and retention test indicated the programmed text to be significantly superior to the nonprogrammed text in teaching elementary school students about evolution. The results of a questionnaire on attitudes of the children toward presentation of the material on evolution indicated that they viewed both texts favorably, with slightly greater preference for the programmed text. The author concludes that the overall favorable attitude of the students to both texts could possibly be attributed to a novel approach. Tables and references "a works relating to programmed instruction, audiovisual communication, and learning processes are included. (Author/DB)

**ED 132 069** SO 009 591

*Greene, William W., Jr.*

**Evaluation of the Anthropology Curriculum Project for Grades One and Four as Measured by Selected and Prepared Testing Instruments.**

Pub Date Nov 65

Note—5p.; Paper presented at the annual meeting of the National Council for the Social Studies (November 27, 1965)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—Achievement Tests, \*Anthropology, \*Curriculum Research, Educational Programs, Elementary Education, Evaluation Criteria, Evaluation Methods, \*Measurement Techniques, \*Program Evaluation, Social Studies, Teacher Education, Testing, Test Interpretation, Test Reliability, Test Results**

**Identifiers—\*Anthropology Curriculum Project**

The Anthropology Curriculum Project (ACP) of the University of Georgia for the period 1964-65 is evaluated. The report is presented in three sections. Section I discusses the project hypothes-

is that pupil achievement would not differ according to the level of teacher training in anthropology. The experimental group consisted of 12 first-grade classes (355 pupils) and 13 fourth-grade classes (374 pupils) that were taught by teachers with no special anthropology training. Section II describes test tabulations, corrections, and analyses. Section III presents conclusions and recommendations. The following conclusions are offered: (1) anthropology can successfully be taught in grades 1 and 4; (2) anthropology was not included in elementary social studies; (3) some teacher characteristics affect student achievement; (4) specially prepared achievement tests are necessary; and (5) student achievement differs between grades. It is recommended that curriculum evaluation be continued with revised test instruments and that curriculum development be continued for inclusion of anthropological subject matter content in the elementary social studies program. (Author/DB)

**ED 132 070** SO 009 592

*Wash, James A., Jr.*

**An Evaluation of the Sequential Anthropology Curriculum Project.**

Pub Date Feb 67

Note—26p.; Paper presented at the annual meeting of the American Educational Research Association (February 16-18, 1967)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Achievement, Achievement Rating, Achievement Tests, \*Anthropology, Comparative Analysis, \*Curriculum Evaluation, Data Analysis, Educational Experiments, Elementary Education, Instructional Materials, Knowledge Level, \*Program Evaluation, Sequential Programs, Social Studies, Statistical Analysis, Tables (Data), Teacher Education, Test Interpretation, \*Test Results

**Identifiers—\*Anthropology Curriculum Project**

An evaluation of materials in the sequential anthropology curriculum project with regard to student learning and teacher training is presented. The project sample consisted of 2,183 students in grades 1, 2, 4, and 5. Two forms of the anthropology achievement test were administered as pretest and posttest measures to experimental and control groups of students within each grade. Test results were analyzed to determine differences in anthropology achievement among students by controlling for sex, group identification, and pretest scores. Two conclusions are that students in elementary school can learn the content of the materials presented by the Sequential Anthropology Curriculum Project and that the effect of special training in anthropology for teachers on the achievement of students remains unknown. Eighteen tables showing means and standard deviations of pretest scores and posttest scores and analysis of variance for posttest scores are presented. (Author/DB)

**ED 132 071** SO 009 593

*Rice, Marion J.*

**The Development of a Sequential Curriculum in Anthropology, Grades 1-7.**

Pub Date Dec 75

Note—8p.; Paper presented at the American Anthropology Association (San Francisco, California, December 3, 1975); For a related document, see ED 054 037; Not available in hard copy due to marginal legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Analytical Criticism, \*Anthropology, \*Curriculum Development, \*Curriculum Evaluation, \*Educational Improvement, Educational Problems, Elementary Secondary Education, Financial Support, Instructional Materials, Program Descriptions, Projects, Reports, Sequential Approach, Social Studies, Success Factors, Teacher Developed Materials, Units of Study (Subject Fields)

**Identifiers—\*Anthropology Curriculum Project**

The University of Georgia's Anthropology Curriculum Project (ACP) is viewed in retrospect and certain developments of the project are appraised in light of current school problems. Three questions were asked in an evaluation of the project: (1) can elementary children learn anthropology as a single discipline? (Answer, yes); (2) is there a relationship between teacher knowledge of anthropology and pupil achievement in anthropology? (Answer, no); and (3) will the inclusion of anthropology in the elementary

curriculum reduce ethnocentrism? (Answer, probably). Results of the formal evaluation and a less formal observation of factors affecting classroom learning of anthropology are discussed and three recommendations for updating the project materials are offered. First, replace the packaged primary materials with "scratch units" which would stimulate teacher initiative. Second, materials would be consolidated into one semester-long elementary course and one semester-long middle grade course rather than be units in anthropology by grade level. Emphasis would be on in-depth instruction at a given time rather than on yearly sequences. Third, there should be some reduction in the conceptual load children are expected to master. The author concludes that the modestly financed ACP has been successful relative to better-funded NSF projects in the social and natural sciences and in mathematics. Continued evaluation and materials development recommended. (DB)

**ED 132 072** SO 009 594

*Mitsakos, Charles L.*

**FAMES Project: Final Report.**

Boston Univ., Mass. School of Education.

Spons Agency—Longview Foundation for Education in World Affairs and International Understanding, Accokeek, Md.

Pub Date Oct 76

Note—25p.; For a related document, see SO 009 596

Available from—FAMES Project, 13 Housatonic Avenue, Chelmsford, Massachusetts 01824 (\$1.00 paper cover)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Cross Cultural Studies, Educational Objectives, Educational Research, Elementary Education, Foreign Countries, \*Global Approach, Grade 3, Humanistic Education, Primary Grades, Program Design, Program Effectiveness, \*Program Evaluation, Program Planning, Projects, \*Social Studies, Social Studies Units, \*Student Attitudes, Teaching Techniques

**Identifiers—\*Family of Man**

This report presents the conclusions drawn from the examination of the effect of the "Family of Man Evaluation Study" (FAMES) project on third-grade children's views of foreign peoples. The FAMES project was concerned with global mindedness and global education for primary grades. The experimental group was composed of 509 third graders exposed to "Family of Man" for three years, and 233 third graders exposed to other social studies programs comprised the control group. Measurement instruments employed in the study included description of nations, agreement with chauvinistic statements, description of pictures of people, attitude scale, and achievement test. Seven conclusions were drawn in light of the review of literature and the study's rationale: (1) a carefully designed primary grade social studies program with a strong global education dimension can have a significant impact on children's attitudes toward foreign people; (2) the program can have a significant effect on children's understanding of foreign people; (3) well-defined objectives, specific materials, and sequencing achieve better results than an unstructured or poorly defined program; (4) global education does not need to be postponed until ages 9-10; (5) effective techniques can be developed to measure children's views of foreign people; (6) a carefully designed program can simultaneously develop multiple objectives; and (7) additional research is needed, such as conducting foreign use of the materials and a longitudinal study. Appendices contain sample pages from the FAMES materials. (ND)

**ED 132 073** SO 009 595

*Rusch, Reuben R. Dinkmeyer, Don*

**Developing Understanding of Self and Others and the Appropriate Experimental Guidance Model.**

Pub Date 21 Mar 73

Note—13p.; Not available in hard copy due to poor legibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*Affective Objectives, Behavioral Sciences, \*Child Psychology, Data Analysis, Developmental Psychology, Educational Research, Elementary Education, Evaluation Methods, Evaluation Needs, Models, \*Program Evaluation, Research Methodology, \*Self Concept, Self Concept Tests, \*Statistical Analysis,

Tables (Data), Test Reliability, Test Results, Test Validity  
Identifiers—\*Developing Understanding of Self and Others, DUSO

The effectiveness of the elementary level guidance program, Developing Understanding of Self and Others (DUSO), is assessed. Intended for use by counselors of children ages 5-8, the DUSO program is designed to help children understand social-emotional behavior through listening, inquiry, discussion, and role play. The DUSO Affectivity Device, containing 51 Yes/No items was administered to students in 14 classrooms. Classes were randomly assigned to treatment and nontreatment groups. Results indicated that exposure to DUSO produced desired results among children participating in the program when comparing the experimental and control group means, using the number of children participating as the sample size. The author states, however, that the proper sample size for the study design used is the number of classes, not the number of students, since the classes, not the students, were randomly assigned. Using this correct data analysis method, it was found that the experimental group was not significantly different from the control group in accomplishing DUSO objectives. (Author/DB)

**ED 132 074** SO 009 596

*Mitsakos, Charles L., Comp.*

**Evaluation of the Family of Man/Minnesota Project Social Studies.**

Pub Date Jul 74

Note—7p.; Paper presented at the Administrators Social Studies Conference (Stanford, California, July 22, 1974); For a related document, see SO 009 594

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Achievement Rating, Achievement Tests, Comparative Analysis, \*Cross Cultural Studies, Curriculum Evaluation, Educational Research, Elementary Education, \*Global Approach, \*Program Evaluation, Program Planning, Projects, \*Social Studies, Social Studies Units, \*Student Attitudes, Student Evaluation, Surveys, Test Results

**Identifiers—\*Family of Man**

Six evaluations of the elementary level social studies project The Family of Man are briefly described. In the first evaluation, conducted in Minnesota from 1967-69, taped interviews relating experimental and control group children's perceptions of other peoples were compared. Six major differences were noted between the groups, including an increased understanding of children in the experimental group that ways of living are learned. In the second evaluation, students in Bellevue, Washington, were queried about their knowledge of and interest in social studies. Experimental group children generally knew more and were more interested. In the third evaluation, the Speedier project in Pennsylvania, researchers concluded that teachers and students involved in The Family of Man project were more interested in social studies than ever before. In the Chelmsford, Massachusetts study, scores of fourth grade students using The Family of Man program were significantly higher than the national norm. In the fifth evaluation, test results of 700 first and second grade students in Fairfax County, Virginia, schools indicated that children in the experimental group outperformed control group children in 36 of the 40 test items. In the final evaluation, researchers concluded from data in the November 1973 issue of "Social Education" that The Family of Man had the best possible scores of any primary grade social studies program for which reports were received. (Author/DB)

**ED 132 075** SO 009 597

*LeCapitaine, John E.*

**Creating an Awareness of Alternatives to Psycho-Social Situations in Elementary School Children.**

Pub Date May 75

Note—36p.; M.S. Thesis, University of Wisconsin-Eau Claire

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Affective Behavior, Behavioral Science Research, \*Conflict Resolution, Decision Making, Educational Psychology, Elementary Education, Grade 6, \*Individual Development, \*Interpersonal Competence, Literature Reviews, Patterned Responses, Problem Solving, \*Psychological Patterns, Psychological Studies, Psychological Tests, Response Mode, Social Science Research, Social Sciences, \*Sociocultural Patterns

**Identifiers—Toward Affective Development**

This study was designed to determine the effectiveness of 18 selected lessons from Dupont's Toward Affective Development (TAD) program for creating an awareness in students of alternatives to psycho-social situations. Using a sample of 60 subjects randomly selected from 111 sixth-grade students in northwest Wisconsin, two experimental and two control groups were formed. The experimental groups were presented with lessons from the TAD program. A Solomon Four-Group design was used. Pre- and posttesting involved presenting three discussion pictures which depict different psycho-social conflict situations involving dependency and aggression. Individual responses to the pictures were scored. Posttest data showed a positive effect of treatment upon the ability of students participating in the TAD program to generate alternatives to psycho-social situations. Thus, the hypothesis that the experimental groups would make positive gains over the control groups in developing alternatives to psycho-social situations proved true. Analysis of variance indicated that some of the participants minimized the use of responses already given in the pretest situation. Limitations of the study include the location and characteristics of the community, sample size and description, and the newness of the materials. A review of related literature and research and the implications of the findings are included in the document. (Author/ND)

**ED 132 076**

SO 009 598

Hanley, Janet P., Walter, Arlene S.

**Black in White America: The Struggle for Identity and Power. Results of the Pilot Test.**

Education Development Center, Inc., Newton, Mass.

Pub Date May 70

Note—119p.; Not available in hard copy due to poor legibility of original document; For related documents, see ED 068 380-382

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Attitude Tests, Black Power, Changing Attitudes, Classroom Environment, Course Content, Course Evaluation, \*Curriculum Evaluation, Educational Research, Identification (Psychological), Negro Attitudes, Negroes, \*Pilot Projects, Race Relations, \*Racial Attitudes, Racial Discrimination, Racism, Secondary Education, Social Studies, \*Student Attitudes, \*Teacher Attitudes, Teaching Methods

**Identifiers—\*Black in White America**

This report is based upon data collected from grade 9-11 students and teachers during the pilot test of the course, Black in White America, in Boston during 1969-70. Pre- and posttesting was conducted to determine (1) changes in student thinking about problem issues in race relations and changes in understanding course concepts; (2) students' judgments of materials, exercises, and teaching and learning styles; and (3) student and teacher attitudes toward course content, personal reaction to course, use of ideas about race issues, and teachability of course. First, interview data from the six teachers participating in the pilot test is presented and interpreted. The second section explores student experiences, emphasizing the climate of opinion on racial matters and how young people from a variety of classroom situations responded to the course. The third section presents analyses of the objective data by comparing student learning and attitudes. Findings indicate that, in general, students thought about racial matters in much the same way both before and after taking the course. Finally, students' sex, residential background, race, and classroom environment are compared as variables for race-related conceptual content. Pretests, posttests, and checklists indicate that urban black and white students in an integrated situation have relatively similar views about racial matters and about studying such topics in school. (Author/ND)

**ED 132 077**

SO 009 602

**Teaching the Free Enterprise System in Required Social Studies Courses.**

Texas Education Agency, Austin. Div. of Curriculum Development.

Pub Date Sep 75

Note—154p.; Some tables may reproduce badly Available from—Division of Curriculum Development, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701 (\$1.50)

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors—**American Government (Course), Bibliographies, \*Capitalism, Class Activities, \*Economic Education, Economics, Educational Objectives, Resources, Secondary Education, \*Social Studies, Social Studies Units, State Curriculum Guides, Teaching Guides, Textbooks, United States History, \*Unit Plan, World Geography, World History

Guidelines are provided for integrating the teaching of the American free enterprise system into required high school social studies courses, as specified in Texas school accreditation standards. Five sample instructional units are included: an introductory unit which defines the essentials and benefits of the free enterprise system, and four units which present concepts and activities relevant to American history, world history studies, world geography studies, and American government. The American history unit is designed to promote understanding of price and production of goods and services and of supply and demand. The world history unit focuses on the evolution of economic systems including the New Stone Age, the Middle Ages, and early modern times. The world geography unit emphasizes problems faced by societies in allocating relatively scarce resources. In the American government unit, students learn how government plays a limited but necessary role in the American free enterprise system. All units contain charts of student objectives, related classroom activities and resources, and bibliographies of state-adopted textbooks and other reading materials. (AV)

**ED 132 078**

SO 009 603

Larsen, Allen F., Ed. Nappi, Andrew T., Ed. **Goals and Objectives of the Introductory College-level Course in Economics. Ninth District Economic Information Series.**

Center for Applied Manpower Research, Berkeley, Calif.

Pub Date Aug 76

Note—46p.

Available from—Office of Public Information, Federal Reserve Bank of Minneapolis, 250 Marquette Street, Minneapolis, Minnesota 55480 (free)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Course Content, Critical Thinking, \*Economic Education, Economics, \*Educational Improvement, \*Educational Needs, \*Educational Objectives, \*Educational Philosophy, Educational Quality, Essays, Higher Education, Problem Solving, Relevance (Education), Student Centered Curriculum, Teaching Methods

This publication is a collection of six essays on the goals and objectives of the introductory college-level economics course written by economic professors from all parts of the country. The purpose is to examine the introductory course in light of the need for clearly defined educational goals which will provide systematic guidelines for the selection of appropriate content, methods, and resource aids for teaching. The first paper comments on reasons for the growing dissatisfaction with the introductory course and discusses ways in which the "eclectic" approach to teaching may improve economics teaching. In the second paper, six different philosophies of economic education are described. The third paper describes the objectives and goals of a course which has as its primary goal the development of students' abilities to think critically about economic objectives. A student-centered, real problem-solving approach in economics teaching is presented in the fourth paper. The fifth essay reinforces the importance of having a philosophy and a set of goals for teaching economics. In the last essay, the authors identify the basic core of concepts and relationships that form the structure of economics. (RM)

**ED 132 079**

SO 009 605

**Education for Citizenship: A Bicentennial Survey. User Manual for Replicating the Citizenship Survey.**

Education Commission of the States, Denver, Colo. National Assessment of Educational Progress.

Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—OEC-0.74-0506

Note—100p.

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**Answer Keys, \*Citizenship, Cognitive Measurement, Data Analysis, \*Educational Assessment, Elementary Secondary Education, Evaluation Methods, \*Guidelines, Knowledge Level, Manuals, Measurement Instruments, \*Public Affairs Education, Student Evaluation, \*Surveys, Tables (Data), Test Construction Identifiers—\*Bicentennial

Procedures for assessing citizenship education among 13-year-old and 17-year-old students are outlined. The document is designed to be used by over 1,600 district and school personnel who have the responsibility for conducting assessments using the National Assessment of Educational Progress guidelines (NAEP). It provides information on the assessment process, performing assessment tasks, and analyzing assessment results. Topics discussed in the 12 chapters include looking at requirements for replicating the NAEP survey; setting an assessment schedule; selecting students to be assessed; performing preassessment tasks, assessment tasks, and postassessment tasks; scoring assessment booklets; and analyzing results and comparing them with NAEP data. Teachers are instructed to follow manual directions closely so that differences between individual students and the national sample will be the result of "real" causes rather than inconsistent assessment procedures. Five appendices include a discussion on survey sampling; scoring guides; listing of assessment questions, answers, themes, and objectives; citizenship objectives; and definitions of National Assessment reporting groups. (Author/DB)

**ED 132 080**

95

SO 009 607

Hill, Alan G.

**The Academic Study of Religion. Final Report. Spons Agency—National Inst. of Education (DHEW), Washington, D.C.**

Bureau No—3-0536

Pub Date 30 Sep 76

Grant—NE-G-003-0-0055

Note—73p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors—**Academic Education, \*Curriculum Research, Data Analysis, Educational Assessment, Educational Finance, Educational Policy, Educational Trends, Higher Education, Intellectual Disciplines, \*National Surveys, Public Education, Regional Schools, Religion, \*Religious Education, \*Religious Organizations, Tables (Data)

Data from a survey of 1,300 four-year undergraduate colleges are analyzed to determine the status of religion studies. Characteristics of public, private, nonsectarian, and denominational institutions were examined to define the contexts in which religion departments exist. Evidence indicates that, although religion is increasingly part of the educational program serving educational goals rather than the interests of sectarian religion, it is still concentrated in denominational institutions and is seldom offered as a major course of study in a public institution. Findings show, despite expectations to the contrary, that regional subculture exerts little influence on the offering of religion and that institutional affiliation is the variable most highly correlated with offering religion. Other variables examined were selection criteria for admission, size of school, annual school income, library size, and school income allocation. It is concluded that the close association of religion as an academic discipline with religious groups is reinforced by the failure of public institutions to foster religion studies in a nonsectarian environment. Increased government funding of religion studies is suggested to alleviate this situation. (Author/DB)

**ED 132 081**

SO 009 618

**Youth and the Family. Seminar Series No. 7. Minnesota Univ., Minneapolis. Center for Youth Development and Research.**

Pub Date Sep 76

Note—30p.; For a related document, see ED 102 085

Available from—Center for Youth Development and Research, University of Minnesota, 48 McNeal Hall, St. Paul, Minnesota 55108 (\$0.50 paperback)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**Changing Attitudes, Elementary Secondary Education, \*Family (Sociological Unit), Family Characteristics, Family Counseling, Futures (of Society), Interdisciplinary Approach, Legislation, \*Parent Child Relation-

ship, Parents, Seminars, Social Change, Social Science Research, \*Teenagers, \*Youth, Youth Problems

This monograph presents opinions on youth and the family viewed from a variety of perspectives. Authors of the seven articles were participants in an Interdisciplinary Faculty-Student-Community Seminar which focused on different aspects of youth. Topics covered by the papers include goals and dimensions of the family; functions of the family; some major tasks of the family such as teaching sexuality and moral development; dealing with conflicts from the perspectives of a social agency, the family council, and community corrections; some examples of the changing awareness of today's schools; legislative response to the relationship of youth and the family; and closing comments. Some general concerns emerged from the presentations: (1) change is so rapid and unprecedented that no one knows what kind of world youth should be prepared for or the form the family will take in the future; (2) during adolescence, tremendous anxiety develops in both parents and children and they do not know how to handle it; (3) there is no right way to parent, but the results of parenting begin appearing in the adolescent; and (4) we must find out more since the family will continue to exist in some form for a long time. A suggested reading list concludes the monograph. (ND)

**ED 132 082**

SO 009 619

Ochoa, Anna S.  
**The Social Studies Teacher: An Exploration of Ethical Behavior.**

Pub Date Nov 76

Note—18p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Case Studies, Democratic Values, \*Educational Philosophy, Effective Teaching, Elementary Secondary Education, \*Ethical Values, Freedom of Speech, Knowledge Level, Parent Teacher Cooperation, Professional Personnel, Skill Development, \*Social Studies, Student Attitudes, Student Teacher Relationship, \*Teacher Behavior, \*Teacher Characteristics, Teacher Role, Thought Processes, Values

Identifiers—Peters (R S)

The ethics and conduct of social studies teachers are discussed and the values that should guide their classroom behavior are articulated. Two sources of values are integrated to derive the value base for ethical conduct. The first source utilizes the three criteria for education presented by the educational philosopher, R. S. Peters—character and intellectual development, conceptual development, and learner consciousness. The second draws on the democratic ethic and gives paramount emphasis to human dignity and rational processes. Guided by these values, the purpose of schooling for the social studies teacher is to develop educated and ethical citizens who possess the knowledge, values, and skills to be effective participants in a democratic society. A portion of the paper is devoted to the dilemmas that arise among parents, teachers, and students regarding the purpose of schooling. The role that teachers play in preserving the equilibrium of power between parents, teachers, and students is delineated. Case studies of tense situations are presented, and there are suggestions on actions social studies teachers might take in each situation. A section on knowledge and methods of study emphasizes that teachers have a responsibility to act when values inherent in democratic education are challenged. Teachers need to foster educated and ethical decision-making action while protecting student rights to learn and to privacy. (Author/DB)

**ED 132 083**

SO 009 620

Hartoanian, H. Michael  
**The Ethics of Our Profession: The Student and Schooling.**

Pub Date Nov 76

Note—13p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Citizenship, Educational Methods, \*Educational Objectives, \*Educational Philosophy, Educational Responsibility, Educational Trends, Elementary Secondary Education, \*Ethics, Knowledge Level, Learning

Processes, Socialization, \*Social Studies, Student Attitudes, \*Student Rights, Student School Relationship

Student rights and responsibilities vis-a-vis knowledge (methods of study) and purposes of schooling are dealt with. In the area of knowledge, there are two important ethical concerns students must be able to pursue truth and students have a right to privacy. Turning to the purposes of schooling, it is clear that in social studies education, the rationales seem beyond reproach. Citizenship, awareness of cultural heritage, and economic literacy are only three of many reasons stated relative to the purposes of social studies programs. Yet, because of involvement in the total schooling process and because of the almost mindless acceptance of the contradictions between stated purposes and the classroom, school administration, and societal practices, some ethical problems arise. Some concerns reflecting this condition include using children to change society, grading students for societal convenience, and training students with utilitarian skills deemed necessary by society's need for workers, parents, and citizens. At the core of this dilemma is the ethical issue of whether or not the school should prepare the student directly for society. Educators and society should consider possible ethical implications of educational developments which stress social needs and utilitarian skills at the expense of student rights. (Author/DB)

**ED 132 084**

SO 009 621

**Energy Crisis: Libya's and Nigeria's Role. Resource Packet.**

African-American Inst., New York, N.Y. School Services Div.  
Pub Date [75]

Note—13p.; Several pages containing published articles of the original document are copyrighted and therefore not available. They are not included in the pagination

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$3.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—African American Studies, Agriculture, Annotated Bibliographies, \*Area Studies, Cross Cultural Studies, Developing Nations, \*Energy, \*Environmental Education, Females, Geography, Government (Administrative Body), History, Instructional Materials, \*Learning Modules, Lesson Plans, \*Natural Resources, Secondary Education, Social Problems, Social Studies, Teaching Methods, Urbanization

Identifiers—\*Libya, \*Nigeria

This resource packet contains practical suggestions and resource materials to help secondary teachers teach about Libya's and Nigeria's roles in the energy crisis. Students become acquainted with the governments and cultures of the two countries, examine their social problems, and learn how the Libyan and Nigerian governments are using money from oil sales to help their people. The classroom materials selected for the packet provide a different point of view—that of the Libyans and Nigerians themselves. The authors want to make students aware that U.S. viewpoints are not always the only or the "right" ones. By using these materials, students will become more critical of their own opinions and more questioning of "facts" as reported in the news media. Students view 16mm films, read journal articles and books, participate in classroom discussions, write to oil companies, and do independent research. The packet includes (1) two select annotated bibliographies of classroom and teacher materials on Libya and Nigeria; (2) two lesson plans, "The Women of Libya" and "How Does a Government Use Its Resources to Bring Maximum Gain to Its Citizens?"; and (3) suggestions on how to use these resource materials and lesson plans in the classroom. (Author/DB)

**ED 132 085**

SO 009 622

**Economic Development and Social Change: Four Case Studies from Africa. Resource Packet.**

African-American Inst., New York, N.Y. School Services Div.  
Pub Date Jan 75

Note—20p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$3.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—African American Studies, \*Area Studies, Bibliographies, \*Case Studies, \*Developing Nations, \*Economic Development, Instructional Materials, Leadership, \*Learning Modules, Lesson Plans, Literature Reviews, Secondary Education, \*Social Change, Social Problems, Social Studies

Identifiers—Egypt, Nigeria, South Africa, Tanzania

Using these four case studies, secondary teachers can help students learn about economic development and social change in Tanzania, Egypt, Nigeria, and South Africa. The case study presentation is built around the following five questions: (1) what are the major problems facing this particular developing country; (2) which problems should (do) get priority; (3) how is the leadership in this developing country going about solving the problems; (4) what are the consequences of these development strategies; and (5) what are the costs of development; can these be predicted and provided for? Students view 16mm films; read speeches, journal articles, and short selections; and participate in classroom discussions. For each case study, print and non-print instructional materials which provide information on the five questions listed above are cited. A lesson plan that includes a short reading selection and questions with which to stimulate classroom discussion is also provided on each of the four countries. (Author/RM)

**ED 132 086**

SO 009 623

**Marriage in West Africa—A Composite. Mini-Module.**

African-American Inst., New York, N.Y. School Services Div.  
Pub Date [76]

Note—7p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$0.50, 4 for \$1.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—African American Studies, \*African Culture, \*Area Studies, Bibliographies, Comparative Analysis, Cross Cultural Studies, \*Cultural Education, Discussion (Teaching Technique), Learning Activities, Learning Modules, Lesson Plans, Life Style, \*Marriage, Secondary Education, Social Behavior, Social Studies, \*Sociocultural Patterns

Identifiers—Africa

This module contains a description of the responsibilities and ceremony of marriage in west Africa, seven discussion questions exploring the differences between Western and African marriage customs, five enrichment activities, and a bibliography of five books about love and marriage in Africa. The general discussion relates the engagement of a young African couple, stressing the obligations each person has to the other, their families, and the community. The wedding ceremony is described in detail, with a diagram of seating and a list of symbolic ingredients of the marriage ceremony such as the coconut, the milk of life. A brief explanation follows which points out that for Africans, marriage with its promise of children is a link for the dead with those yet to live. The questions and enrichment activities encourage students to compare African marriage customs with ceremonies of various Western religious groups and to consider if traditional African marriages will survive, in light of the pull of modern life against ties to the past. The bibliography contains stories as well as general studies of African marriage customs. (AV)

**ED 132 087**

SO 009 624

**The Celebration of Death: Two Folk Tales about Death. Mini-Module.**

African-American Inst., New York, N.Y. School Services Div.  
Pub Date [76]

Note—8p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$0.50, 4 for \$1.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—African American Studies, \*African Culture, \*Area Studies, \*Attitudes, Comparative Analysis, Cross Cultural Studies, Cultural Differences, \*Cultural Education, \*Death, Discussion (Teaching Technique), Folk Culture, Learning Modules, Lesson Plans,

Resources, Secondary Education, Social Attitudes, Social Studies  
Identifiers—Africa

This module contains two African folk tales about death, two descriptions of African funerals, a lesson plan with 11 questions exploring the finality of and customs surrounding death, and a bibliography of five books which deal with African religious beliefs. The folk tales present concepts of death and immortality of the soul. The descriptions of funerals document traditional and modern customs surrounding the death of an individual, including cleansing the body, preparing special foods, burial, and recognizing "the living dead." The questions for discussion are based on the idea that death is feared in every society, although it is known to be inevitable. Some questions encourage children to examine psychological reasons for the African views of death and funeral customs; other questions involve a comparative study of African and Western attitudes toward death. A film is recommended which shows the funeral of the leader of the Ashanti nation. (AV)

## ED 132 088

SO 009 625

Aba Women's Rebellion [And] Hoda Sha'arawi: Nationalist and Feminist.

African-American Inst., New York, N.Y. School Services Div.

Pub Date [76]

Note—9p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (Aba \$0.35, Hoda \$0.35, 3 for \$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Activism, African American Studies, African Culture, \*African History, Area Studies, Colonialism, \*Dissent, \*Females, \*Feminism, Foreign Countries, Global Approach, Instructional Materials, Leadership, \*Learning Modules, Lesson Plans, Nationalism, Political Issues, \*Revolution, Secondary Education, Social Action, Social History, Social Values

Identifiers—\*Egypt, \*Nigeria

Two modules comprise this document—one on the Aba women's rebellion in Nigeria and one on the Egyptian feminist movement. The paper on the Aba women's rebellion in Nigeria presents a background discussion of the women's movement and colonialism in Nigeria. The larger part of the paper is a lesson plan which investigates the women's rebellion through a question-answer exercise. Questions asked include (1) why did the women revolt? (2) what factors facilitated the Aba rebellion? (3) why did the women attack their own chiefs as well as the British? and (4) is the right to resist unqualified? Two enrichment activities dealing with international civil rights are suggested. Intended for use in teaching students about nationalism in Egypt, the Egyptian feminist paper focuses on a woman named Hoda Sha'arawi who carried her convictions from the nationalist to the feminist struggle in 1919. The objective of the paper is to enable students to describe the characteristics of colonialism and nationalism and their links to feminism. An historical sketch of the activities of Hoda Sha'arawi is presented and questions and activities are suggested. (Author/DB)

## ED 132 089

SO 009 627

Life Styles of African Women [And] A Swimming Pool for Mansa Musa's Wife [And] A Yoruba Naming Ceremony [And] Metropolis: African and American Style. Mini-Modules.

African-American Inst., New York, N.Y. School Services Div.

Pub Date [75]

Note—23p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (Life Styles \$0.35, Swimming Pool \$0.35, Naming \$0.50, Metropolis \$0.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—African American Studies, \*African Culture, \*African History, Area Studies, Cross Cultural Studies, \*Cultural Awareness, Discussion (Teaching Technique), Females, \*Folk Culture, Instructional Materials, \*Learning Modules, Lesson Plans, Life Style, Oral History, Secondary Education, Sex Role, Socialization, Social Studies, \*Sociocultural Patterns, Urbanization

Identifiers—Mali, Nigeria, South Africa, Togo

Four modules dealing with African culture are combined in this document. The first module discusses various life-styles of African women, including warrior, queen, ruler, and matriarch. A lesson plan uses a question-and-answer format to encourage discussion of the effects of tradition, society, and nation upon African women. Questions asked include: what is the traditional role of African women? how is that role changing? how does the market woman differ from the traditional woman and are African women basically different from women in the West? A bibliography and film list are included. The second module presents an oral history exercise of the pilgrimage of a 14th-century Muslim from Mali to Mecca. Students investigate the history of Mali, the characteristics of the Mali ruler, and the validity of oral history. The third module presents information on a Nigerian naming ceremony, a lesson plan with suggestions on reenacting the ceremony, and a list of Yoruba names and their meanings. The fourth module compares and contrasts problems of urbanization in Lagos, Nigeria, and Miami Beach, Florida. In the lesson plan which accompanies the fourth module, a summary enrichment question asks students to think about which city they would rather live in and why. (Author/DB)

## ED 132 090

SO 009 628

The New American Mathematics and the Old African Mathematics: An Adventure in Comparative Mathematics. Mini-Module.

African-American Inst., New York, N.Y. School Services Div.

Pub Date [76]

Note—6p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$0.35, 3 for \$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—African American Studies, \*African Culture, African History, Area Studies, Bibliographies, Classroom Games, Comparative Analysis, Cross Cultural Studies, Cultural Education, Discussion (Teaching Technique), Instructional Materials, \*Learning Modules, Lesson Plans, \*Mathematics, Numbers, \*Number Systems, Secondary Education, Social Studies

Identifiers—\*Africa

This module is an introduction to traditional mathematics in Africa. A lesson plan is presented which explores the significance of words in the African number systems and compares them to American mathematical systems. Number words in four African languages are given as examples to illustrate base 5, 10, and 20 systems. Some words have been borrowed from Arabic when the particular base system does not include the desired numbers. Questions in the lesson plan challenge students to suggest social and economic opportunities which the early African number systems provided, possibilities of trade or relations with other groups in cases where their number words have the same derivation, and instances in both American and African mathematics where number words derive from physical terms, such as "foot." Among enrichment activities is a suggestion that students play "Count 'n Capture," a game of supposed African origin which involves mathematical and logical concepts. A bibliography lists eight sources for reading about mathematics and African history. (AV)

## ED 132 091

SO 009 629

Independence Compared and Contrasted: The United States and Mozambique [And] Whither the Struggle for Mozambique? Mini-Module.

African-American Inst., New York, N.Y. School Services Div.

Pub Date 76

Note—7p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$0.35, 3 for \$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*African American Studies, \*African History, \*Area Studies, Colonialism, Cross Cultural Studies, \*Developing Nations, Discussion (Teaching Technique), History Instruction, Instructional Materials, Leadership, Learning Activities, \*Learning Modules, Lesson Plans, Nationalism, Political Issues, \*Political Science, Power Structure, Secondary Education, Social Action, Social Studies, World Affairs

Identifiers—\*Mozambique

In addition to presenting background information on Mozambique's struggle for independence from Portugal, this module contains compare-and-contrast exercises and enrichment activities. The background discussion includes a historical sketch of political events prior to Mozambique's independence in 1975 and presents excerpts from the writings of two native political leaders. The lesson plan asks students to compare and contrast general features of British and Portuguese colonial empires; military aspects of the struggle for independence; the "critical period" in the United States and Mozambique after independence was won in each country; and human rights in each of the two countries after their independence. The enrichment activities encourage students to use their knowledge of Mozambique in an analysis of political, racial, and economic developments in Rhodesia and South Africa. A bibliography lists four books about Mozambique's political struggle and Portugal's collapse in Africa. (Author/DB)

## ED 132 092

SO 009 630

Ethiopia—Problems of Religious and National Unity: The Legend of Solomon and Sheba [And] Will Ethiopia Survive? Mini-Module.

African-American Inst., New York, N.Y. School Services Div.

Pub Date [76]

Note—6p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$0.35, 3 for \$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—African American Studies, \*African Culture, \*African History, Ancient History, Area Studies, Biblical Literature, Christianity, Cross Cultural Studies, \*Cultural Awareness, Cultural Background, Ethnic Studies, Group Unity, Inquiry Training, Instructional Materials, \*Learning Modules, Legends, \*Nationalism, Non-Western Civilization, Political Influences, Religion, Secondary Education, Social Studies

Identifiers—\*Ethiopia

The survival of Ethiopia as a religious and national unit is investigated through inquiry. Intended as a learning experience for students of African history, the paper provides information on Ethiopia's past, its present status, and on the choice the nation faces between modernity and tradition. A calendar of religious and political events in Ethiopia and a summary of the legend of Solomon and Sheba are presented as background. Eight question-answer sequences involving the development of the Ethiopian Orthodox Church, legends, military and political history, and religious conflicts are presented. An enrichment activity is described which asks students to make value judgments about recent developments in the Ethiopian Church. A bibliography is included. (Author/DB)

## ED 132 093

SO 009 631

African Music in an American Context. Mini-Module.

African-American Inst., New York, N.Y. School Services Div.

Pub Date Oct 75

Note—7p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$0.50, 4 for \$1.50)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—African American Studies, \*African Culture, African Languages, Area Studies, Comparative Analysis, \*Cross Cultural Studies, \*Cultural Awareness, Cultural Enrichment, Cultural Traits, Culture, Folk Culture, Language Role, Learning Activities, \*Learning Modules, \*Music, Music Activities, \*Music Appreciation, Music Education, Secondary Education, Yoruba

Identifiers—\*Nigeria

Insights are offered into how speech, melody, and rhythm dramatize the differences in the construction and interpretation of music for Africa and America. Intended for use in instructing American students about African music, the learning module relates music to traditional African culture and maintains that the music is at the same time functional, religious, and secular. The musical selections in the booklet focus on the inflectionary character of the Nigerian Yoruba language and the proverbial nature of most African songs, in which speech, melody, rhythm, and dance are interrelated. The multidimensional

character of African music is portrayed through singing and dancing exercises, including a Yoruba rendition of "Twinkle, Twinkle Little Star." The following questions, with suggested answers, are offered as a framework for teaching: (1) how does African music compare and contrast with American music? (2) how does music function in traditional African societies? (3) how has African music influenced American music? and (4) how has American music influenced African music? Several classroom enrichment activities and a bibliography are included. (Author/DB)

**ED 132 094** SO 009 632  
**The Tuareg: Nature Changes a Life Style. Mini-Module.**

African-American Inst., New York, N.Y. School Services Div.

Pub Date [75]

Note—7p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$0.50, 4 for \$1.50)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*African Culture, Area Studies, Climatic Factors, \*Cultural Awareness, Discussion (Teaching Technique), \*Environmental Influences, Instructional Materials, \*Learning Modules, Life Style, Resource Materials, Social Problems, Unit Plan, \*Water Resources

Identifiers—\*Africa

This module contains a description of the Tuareg society in Africa, a list of resources for teachers and students to learn how the African drought is affecting Tuareg life-style, and a lesson plan with eight questions for class discussion. The social strata are described within the Tuareg, ranging from nomadic herd-tending nobles to servants who tend farms. Rank and clan affiliation are inherited through the maternal side, and land is inherited through the paternal side. Women educate the children. Recent years of drought have caused herds to die and crops to fail, thereby breaking up relationships between nobles and farming servants and forcing the clans to camp near towns they had previously avoided. The resource list refers students to films, articles, and organizations that study effects of the drought and explore development alternatives. The questions for class discussion encourage students to compare practical and fashionable aspects of clothing, hypothesize immigration effects on townspeople, and list social and psychological problems resulting from changes in life-style for children and adults. (AV)

**ED 132 095** SO 009 633  
**Teaching African Geography from a Global Perspective. Resource Packet.**

African-American Inst., New York, N.Y. School Services Div.

Pub Date [75]

Note—10p.

Available from—African-American Institute, 833 United Nations Plaza, New York, New York 10017 (\$1.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—\*African History, \*Area Studies, Developing Nations, \*Economic Development, Geographic Concepts, \*Geography Instruction, \*Global Approach, Human Geography, Instructional Materials, Interdisciplinary Approach, Maps, Physical Geography, Political Influences, Rural Areas, Secondary Education, Social Studies, Socioeconomic Influences, Urban Areas, Water Resources

Identifiers—\*Africa

An interdisciplinary focus on the teaching of African geography is presented in this module, arranged by three major topics. Topic I stresses the African view that water is the sustainer of life, presents a case study of the Nile River, and discusses the significance of rivers as natural boundaries that delineate political units. Topic II gives examples of the city as the symbol of modern life throughout Africa and presents information on East African coastal cities, "new" cities, colonial cities, capital cities, traditional cities, and rejuvenated cities. The challenges of urbanization and upgrading rural life are discussed. Topic III discusses economic and political independence. It presents information on how pre- and postcolonial Africa produced and distributed its goods and services. Also investigated is the economic potential of regional groupings. A

bibliography, a list of institutions that deal with developing nations, and a map of Africa are included. (Author/DB)

**ED 132 096** SO 009 634  
**American Issues Forum, Volume I: American Society in the Making. Courses by Newspaper: Community Leader's Guide, Newspaper Articles, [And] Examination Questions.**

California Univ., San Diego. Univ. Extension. Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 75

Note—103p.; For related documents, see SO 009 635-636

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (community guide \$1.25, articles and questions \$2.50)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Adult Education, \*American Culture, American Government (Course), \*American Studies, \*Colonial History (United States), Community Leaders, Course Content, Democracy, Government (Administrative Body), Instructional Materials, Land Settlement, Land Use, \*Newspapers, Objective Tests, Political Science, Resource Guides, Secondary Education, Social Studies, Teaching Techniques, \*United States History

Identifiers—American Issues Forum, \*Bicentennial

These materials are designed to be used in a one-semester curriculum program which is linked to topics outlined in the American Issues Forum calendar. It is intended for use at the local level. Volume I, American Society in the Making, examines some of the principal conditions affecting the development of American ideas and institutions. It focuses on the peopling of the North American continent, the changing patterns of the natural landscape, the emergence of a political ideology for a free society, and the formation of a democratic political structure. The issues are discussed in light of their bearing on the United States in 1976. The community leader's source book contains resources related to each topic suitable for discussion, books to review, and an annotated film list. It is arranged according to topics as presented on the calendar from August 31 to December 20, 1975. The newspaper packet, divided into four units corresponding with the student reader and the study guide, includes 18,140-word articles with appropriate illustrations and biographies. Examination questions offer objective midterm and final tests for classroom use. These materials can be used in conjunction with the corresponding reader and the study guide. (Author/ND)

**ED 132 097** SO 009 635

*Aaron, Daniel, Ed. And Others*

**American Issues Forum, Volume I: American Society in the Making. A Courses by Newspaper Reader.**

California Univ., San Diego. Univ. Extension. Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 75

Note—385p.; For related documents, see SO 009 634 and 636

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (\$4.95)

**Document Not Available from EDRS.**

Descriptors—Adult Education, \*American Culture, American Government (Course), \*American Studies, \*Colonial History (United States), Content Reading, Course Content, Democracy, Government (Administrative Body), Instructional Materials, Land Settlement, Land Use, \*Newspapers, Political Science, Reading Materials, Secondary Education, Social Studies, Teaching Techniques, \*United States History

Identifiers—American Issues Forum, \*Bicentennial

This reader is designed to be used in a one-semester curriculum program which is linked to topics outlined in the American Issues Forum calendar. It is intended for use at the local level. Some of the principal conditions affecting the development of American ideas and institutions are examined. Focus is on the settlement of the North American continent, the changing patterns of the natural landscape, the emergence of a

political ideology for a free society, and the formation of a democratic political structure. The issues are discussed in light of their bearing on the United States in 1976. The reader offers a selection of documents, essays, memoirs, poetry, and fiction. Divided into four units, its topics include A Nation of Nations; The Land of Plenty; Certain Unalienable Rights; and A More Perfect Union: The American Government. It contains well-known articles, such as "Red, White, and Black" by Nash; "The Promised Land" by Antin; "My Antonia" by Cather; "Man and Nature" by Marsh; the Bill of Rights from the U.S. Constitution; "Federalist No. 78" by Hamilton; and "The Imperial Presidency" by Schlesinger. This reader can be used in conjunction with the corresponding study guide, leader's source book, newspaper packet, and examination questions. (Author/ND)

**ED 132 098** SO 009 636

*Parrish, Michael E. Hawkins, Helen S.*

**American Issues Forum, Volume I: American Society in the Making. A Study Guide for Courses by Newspaper.**

California Univ., San Diego. Univ. Extension. Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 75

Note—87p.; For related documents, see SO 009 634-635

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (\$2.95)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Adult Education, \*American Culture, American Government (Course), \*American Studies, Annotated Bibliographies, \*Colonial History (United States), Course Content, Democracy, Discussion Experience, Fundamental Concepts, Government (Administrative Body), Instructional Materials, Land Settlement, Land Use, \*Newspapers, Political Science, Secondary Education, Social Studies, Study Guides, Teaching Techniques, \*United States History

Identifiers—American Issues Forum, \*Bicentennial

The study guide is designed to be used with other instructional materials in a one-semester curriculum program which is linked to topics outlined in the American Issues Forum calendar. It is intended for use at the local level. In the course, students examine some of the principal conditions affecting the development of American ideas and institutions. The course focuses on the settlement of the North American continent, the changing patterns of the natural landscape, the emergence of a political ideology for a free society, and the formation of a democratic political structure. The issues are discussed in light of their bearing on the United States in 1976. Four units, which correspond to units in the reader and newspaper articles, comprise this study guide. They are A Nation of Nations; The Land of Plenty; Certain Unalienable Rights; and A More Perfect Union: The American Government. Each unit includes key concepts to consider, discussions of the newspaper articles and readings in the reader, study questions for the readings, and an annotated bibliography for each of the units. The guide concludes with a chronological time chart of events in U.S. history. (Author/ND)

**ED 132 099** SO 009 637

**American Issues Forum, Volume II: The Molding of American Values. Courses by Newspaper: Community Leader's Guide, Newspaper Articles, [And] Examination Questions.**

California Univ., San Diego. Univ. Extension. Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76

Note—103p.; For related documents, see SO 009 638-639

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (community guide \$1.25, articles and questions \$2.50)

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—Adult Education, American Culture, American Government (Course), \*American Studies, Citizen Participation, \*Citizenship, Community Leaders, Course Content, Democratic Values, Economics, Instructional

## 132 Document Resumes

Materials, International Relations, Labor Force, Nationalism, \*Newspapers, Objective Tests, Political Science, Resource Guides, Secondary Education, Social Environment, Social Studies, Social Values, Teaching Techniques, \*United States History, \*Values

Identifiers—American Issues Forum, \*Bicentennial

These materials are designed to be used in a one-semester curriculum program which is linked to topics outlined in the American Issues Forum calendar. It is intended for use at the local level. Volume II, *The Molding of American Values*, concentrates on the ways in which American values and assumptions about national character can be tested by a people's activities. The course seeks to develop new understandings of the problems and realities of contemporary America. It examines phases of America at work and at leisure, the nation's self-conceived role in the international scene, and the social institutions which have directed and shaped American character. The community leader's source book contains resources related to each topic suitable for discussions, books to review, and an annotated film list. It is arranged according to topics as presented on the calendar from January 11 to May 29, 1976. The newspaper packet, divided into four units corresponding with the student reader and the study guide, includes 18 1,400-word articles with appropriate illustrations and biographies. Examination questions offer objective midterm and final tests for classroom use. These materials can be used in conjunction with the corresponding reader and study guide. (Author/ND)

**ED 132 100** SO 009 638

Aaron, Daniel, Ed. *And Others*

American Issues Forum, Volume II: *The Molding of American Values*. A Courses by Newspaper Reader.

California Univ., San Diego, Univ. Extension.

Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76

Note—398p.; For related documents, see SO 009 637 and 639

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (\$4.95)

Document Not Available from EDRS.

Descriptors—Adult Education, American Culture, American Government (Course), \*American Studies, Citizen Participation, \*Citizenship, Content Reading, Course Content, Democratic Values, Economics, Instructional Materials, International Relations, Labor Force, Nationalism, \*Newspapers, Political Science, Reading Materials, Secondary Education, Social Environment, Social Studies, Social Values, Teaching Techniques, \*United States History, \*Values

Identifiers—American Issues Forum, \*Bicentennial

This reader is designed to be used in a one-semester curriculum program which is linked to topics outlined in the American Issues Forum calendar. It is intended for use at the local level. The course seeks to develop new understandings of the problems and realities of contemporary America. Ways in which American values and assumptions about national character can be tested by a people's activities are explored. It examines phases of America at work and at leisure, the nation's self-conceived role in the international scene, and the social institutions which have directed and shaped American character. The reader offers a selection of documents, essays, memoirs, poetry, and fiction. Divided into four units, its topics include Working in America; The Business of America; America in the World; and Growing up and Pursuing Happiness in America. It contains well-known articles, such as "The Workers" by Lasson; "Sister Carrie" by Dreiser; "Autobiography" by Carnegie; "Wealth against Commonwealth" by Lloyd; "The Paranoid Style in American Politics" by Hofstadter; "Fire in the Lake" by Fitzgerald; "A Well-Ordered Family" by Wadsworth; and "The Culture Consumers" by Toffler. This reader can be used in conjunction with the corresponding study guide, leader's source book, newspaper packet, and examination questions. (Author/ND)

**ED 132 101** SO 009 639

Parrish, Michael E. *And Others*

American Issues Forum, Volume II: *The Molding of American Values*. A Study Guide for Courses by Newspaper.

California Univ., San Diego, Univ. Extension.

Spons Agency—American Revolution Bicentennial Administration, Washington, D.C.; National Endowment for the Humanities (NFAH), Washington, D.C.

Pub Date 76

Note—91p.; For related documents, see SO 009 637-638

Available from—Publisher's Inc., 243 12th Street, Drawer P, Del Mar, California 92014 (\$2.95)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Adult Education, American Culture, American Government (Course), \*American Studies, Annotated Bibliographies, Citizen Participation, \*Citizenship, Course Content, Democratic Values, Discussion Experience, Economics, Fundamental Concepts, Instructional Materials, International Relations, Labor Force, Nationalism, \*Newspapers, Political Science, Secondary Education, Social Environment, Social Studies, Social Values, Study Guides, Teaching Techniques, \*United States History, \*Values

Identifiers—American Issues Forum, \*Bicentennial

The study guide is designed to be used with other instructional materials in a one-semester curriculum program which is linked to topics outlined in the American Issues Forum calendar. It is intended for use at the local level. This course seeks to develop new understandings of the problems and realities of contemporary America. Ways in which American values and assumptions about national character can be tested by a people's activities are explored. It examines phases of America at work and at leisure, the nation's self-conceived role in the international scene, and the social institutions which have directed and shaped American character. Four units, which correspond to units in the reader and newspaper articles, comprise the study guide. They are Working in America; The Business of America; America in the World; and Growing up and Pursuing Happiness in America. Each unit includes key concepts to consider, discussions of the newspaper articles and readings in the reader, study questions for the readings, and an annotated bibliography for each of the units. (Author/ND)

**ED 132 102** 95 SO 009 640

Moral Education. Options in Education, Transcript for Program Scheduled for Broadcast the Week of September 13 [1976], Program No. 44.

George Washington Univ., Washington, D.C. Inst. for Educational Leadership.; National Public Radio, Washington, D.C.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Case Studies, Democratic Values, Educational Objectives, \*Educational Philosophy, Elementary Secondary Education, \*Ethical Instruction, Ethics, Higher Education, Humanistic Education, Interviews, \*Moral Issues, Moral Values, Parent Attitudes, Public Education, Religious Education, Sex Education, Social Behavior, Student Attitudes, Teacher Attitudes, \*Values

Identifiers—Options in Education

Teaching about moral issues is discussed in this transcript of "Options in Education," an electronic weekly magazine. Directed toward educators and students, the program covers news, features, policy, and people in the field of education and is available for broadcasting to member stations of National Public Radio. Seventeen montages deal with values clarification, morality, moral dilemmas, alienation, secular humanism, and controversial curriculum materials. Discussants include students, teachers, professors, school board members, authors, and directors of national associations including the National Education Association, the Street Law Program, the National Right to Life Movement, and Planned Parenthood. Subjects that are dramatized focus on the right to lie and steal under extreme conditions, the appropriateness of transmitting moral

values through public education, values clarification versus traditional American values, teacher values versus student values, conflict between parental and societal values, teaching sex education in school, and controversial textbooks. (Author/DB)

**ED 132 103** SO 009 643

Verduin-Muller, Henrette

On Cross-Cultural Education in the Netherlands.

Pub Date Sep 76

Note—19p.; Paper presented at the Conference of England's Department of Education and Science (University of Nottingham, England, September 2-5, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Biculturalism, Bilingual Education, Bilingual Teachers, \*Comparative Education, \*Cross Cultural Studies, Cultural Factors, Cultural Pluralism, Educational Objectives, \*Educational Practice, Elementary Secondary Education, Foreign Countries, Government Role, \*Migrant Child Education, Migrant Children, Social Services, Tables (Data), Teacher Education

Identifiers—\*Netherlands

Education for foreign migrant children in the Netherlands from 1960 to 1976 is discussed. Two aspects of the background and development of migrant education are stressed: governmental organization and education in practice. Discussed are the government's responsibility for investigating problems of cross-cultural education; inspecting educational facilities; and facilitating communication among the Department of Education and Science, the field of education, and the embassies of the migrants' home countries. Typical migrant children attend Dutch schools which provide language training by special resource teachers, bilingual and bicultural classes, and cooperative teaching by Dutch and migrant teachers. The importance of the governmental, semigovernmental, municipal, and private educational and welfare services for integration of migrant families into Dutch society is stressed. An experimental teacher education course for teachers of migrant children in primary and kindergarten grades is described. Tables indicate the number of foreigners in the Netherlands and the number of migrant children from the Mediterranean area enrolled in primary schools from 1972 through 1975. References are listed. (Author/DB)

**ED 132 104** SO 009 645

Fletcher, Geoffrey H. Wooddell, Gary D.

The Future, as Process.

Pub Date [76]

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Creativity, \*Decision Making, Educational Change, Educational Innovation, \*Educational Trends, Elementary Secondary Education, \*Futures (of Society), \*Interdisciplinary Approach, Learning Processes, Personal Growth, Process Education, Productive Thinking, Program Descriptions, \*Skill Development, Student Attitudes

Preparing the individual for the future is the ultimate goal of education. However, this goal is increasingly unmet as education becomes fragmented into disciplines which divide learning into a collection of unrelated situations. One solution to this fragmented learning is an interdisciplinary approach which is characterized by a concern for individual growth and the capacity to look at learning as a process. Three skills needed for future competence are creativity, reasoning, and decision making. An example of how creative decision making has been applied in a classroom setting is the nondisciplinary futurology program at Milford Junior High School in Milford, Ohio. Five aspects of creative decision making in this program include the ability of students to (1) recognize the significance of a given situation; (2) arrive at a variety of alternative approaches to deal with the situation; (3) examine the potential effects of any choice or decision; (4) make a decision based on available information; and (5) accept responsibility for decisions. The attitude of students involved in the program has been highly favorable. Students have often commented that they enjoy the class because it permits them to study subjects in a new and interesting way. (Author/DB)

**ED 132 105 SO 009 646***Dante, Harris L.***History and the Social Studies. Issues Current in the Social Studies.**

Illinois Council for the Social Studies.

Pub Date 76

Note—7p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Curriculum, Curriculum Planning, Educational Objectives, Educational Philosophy, \*Educational Trends, \*History, History Instruction, \*Interdisciplinary Approach, Secondary Education, Social Problems, Social Sciences, \*Social Studies, Social Studies Units, Teacher Education

The role of history in a modern social studies program is unclear. The reason for the weakening of history's place in the curriculum is also unclear since educators generally agree that history and literature should be the core subjects in any humanities or cultural studies program. The problems posed by history instruction in a modern educational setting and in making history courses relevant stem both from the nature of the discipline and from the way history is often taught. History can contribute various levels of generalization and understanding to an issues-oriented social studies course. Although history does lend itself to narration, description, and chronology, many prospective social studies teachers find it difficult to relate history to behavioral sciences and to the present. In spite of numerous problems related to the teaching of history, historians should not despair that their subject will be removed from the junior and senior high school curriculum. Instead, they should look forward to a future in which history will be incorporated into the social studies in an innovative manner. (Author/DB)

**ED 132 106 SO 009 647***Lockwood, Alan L.***Values Education and the Study of Other Cultures. NEA Professional Studies.**

National Education Association, Washington, D.C.

Pub Date 76

Note—26p.

Available from—NEA Publications, Order Department, The Academic Building, Saw Mill Road, West Haven, Connecticut 06516 (Stock No. 1600-9-00; \$2.25; paper cover)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Affective Objectives, \*Anthropology, Comparative Analysis, \*Cross Cultural Studies, Cultural Awareness, Cultural Differences, Curriculum Design, \*Curriculum Development, Elementary Secondary Education, Ethical Instruction, Ethical Values, Ethics, Guidelines, Moral Development, Moral Values, Social Studies, Sociocultural Patterns, \*Teaching Methods, \*Values

**Identifiers—**\*Cultural Anthropology

The report on values education in cross-cultural studies applies the methods of cultural anthropology to values education and provides guidelines for the selection, organization, and application of values education. It is designed for use by teachers and curriculum developers. The major features of five approaches to values education are described. The values clarification approach helps students select values which can serve as satisfactory guides for their lives. The moral development approach is derived from the work of Lawrence Kohlberg who identified and explained six stages of sequential moral reasoning. The values analysis approach teaches students to apply logical thinking and scientific inquiry to the resolution of value problems. The public issues approach helps students formulate clear and defensible viewpoints for the resolution of public policy disputes. Wilson's moral education approach, developed by British philosopher John Wilson, presents an analysis and rationale for a particular view of moral education. Student discussion topics and information on suggested teacher roles are presented for each approach. These five analytical approaches suggest three general uses to which information on other cultures may be carried out in a way consistent with values education: (1) providing relevant factual information; (2) developing case studies and scenarios; and (3) illustrating the variety of human thought and activity. References are included. (Author/DB)

**ED 132 107 SO 009 648***Smith, Donald F.***Education for More Than One Culture: Fostering Cultural Pluralism in Micronesia.**

Pub Date Jul 76

Note—10p.; Paper presented at the World Educators Conference (Honolulu, Hawaii, July 10-15, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Asian Studies, Bilingual Education, Cultural Awareness, Cultural Background, \*Cultural Pluralism, Curriculum Development, Educational Assessment, Educational History, \*Educational Improvement, Educational Objectives, Educational Problems, Elementary Secondary Education, Ethnic Groups, Ethnic Studies, Foreign Countries, Multilingualism, \*Nonformal Education, Self Concept, \*Sociocultural Patterns

**Identifiers—**\*Micronesia

Micronesia is a multicultural society which must develop an educational system to meet viable cultural options. The society harmoniously blends Spanish, Oriental, German, and American influences in its language, racial structure, religion, and architecture, but not in its educational system. Education has traditionally been tailored to the needs of the political or religious authority in power rather than to an intercultural commitment. Education for self-identity will have to make accommodations with the contradictory contributions of past administering authorities as well as foster respect for indigenous institutions. A present shortcoming of both the formal and nonformal educational systems is the stereotyping of various minority cultures. To combat this problem, Micronesian schools should stress curriculum which incorporates material on outer islanders, placing particular emphasis on biographies of Micronesians who have achieved stature. On the nonformal level, wider exposure of museum collections, applications for grants for cultural preservation, and emphasis on the relevance of historical Micronesian sites can encourage cultural pluralism. Micronesia has always been a multicultural society, and education must awaken to this fact and contribute to the building of a new social order. (Author/DB)

**ED 132 108 SO 009 649**

**Implementation of the Recommendation Concerning Education for International Understanding, Cooperation and Peace, and Education Relating to Human Rights and Fundamental Freedoms. Report of a Meeting of Experts Held at Unesco House (Paris, France, March 15-19, 1976).**

United Nations Educational, Scientific, and Cultural Organization, Paris (France).

Pub Date 20 Aug 76

Note—30p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Civil Liberties, Comparative Analysis, Comparative Education, Conference Reports, Conflict Resolution, Cross Cultural Studies, \*Curriculum Development, Educational Objectives, Educational Policy, Educational Quality, Elementary Secondary Education, \*Global Approach, Humanistic Education, \*Humanization, Interdisciplinary Approach, \*International Education, International Organizations, \*Peace, Preschool Education, Teacher Education

Proceedings from a Unesco conference on international education are presented. Cross-cultural comparisons among Unesco countries are offered and methods of implementation of Unesco recommendations concerning peace education and human rights are suggested. The report is presented in seven sections: (1) general observations on the Unesco recommendations; (2) problem-oriented approaches to peace education on preprimary, primary, and secondary levels; (3) comparison of teacher education in Unesco member countries and recommended ways to strengthen training programs in the direction of international understanding; (4) methods of promoting international understanding in higher education, such as interdisciplinary approaches, an international student body, and emphasis on peace research; (5) international educational experiences for adults and out-of-school youth, such as work camps, voluntary service activities, exchanges, community betterment projects, and art festivals; (6) equipment and materials to supplement traditional international relations textbooks; and (7) suggestions on na-

tional action and international cooperation. Appendices include a directory of conference participants and observers and the text of the 1974 Unesco peace education resolution. (Author/DB)

**ED 132 109****SO 009 650****Bailey, Kenneth D. Continuity and Change in Children's Attitudes toward the President: Political Crisis to Political Celebration.**

Pub Date Nov 76

Note—44p.; Paper presented at the Annual Meeting of the Southern Political Science Association (Atlanta, Georgia, November 4-6, 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Changing Attitudes, \*Childhood Attitudes, Civic Belief, Civics, Credibility, Elementary Education, \*Government (Administrative Body), Integrity, \*Political Attitudes, Political Influences, Political Power, Political Science, Political Socialization, Politics, \*Presidents, Social Science Research, Social Values

Political orientations in children during a time period when Watergate and its ramifications were dominant political events are studied. The theoretical framework adopted for the study is one in which political learning is seen as evolving through an invariant sequence of developmental stages dependent on physical and intellectual growth. After the theory and method of the study are discussed, the cognitive-developmental approach of Jean Piaget is presented as a valid study of socialization. A civic education questionnaire was administered to 314 white students in grades 3-6 every year from 1973-76. The questions examined children's attitudes toward the president and political authority, plus their feelings about trust and confidence in government and the administrative body. Political environment is recognized as an important independent variable. Findings show the development of less positive attitudes toward the president, particularly regarding performance capabilities, that decline steadily from grades 3 to 6. It is concluded that negative attitudes toward political authority and institutions develop sequentially and in an accelerated manner; therefore, rapidly changing political events do have an impact on children's attitudes toward the president. (ND)

**ED 132 110****SO 009 651****Kohut, Sylvester, Jr. Blue, Terry W. Social Studies Teacher Preparation in the Small Liberal Arts College and/or Small Teacher Education Departments.**

Pub Date Nov 76

Note—6p.; Paper presented at the Annual Meeting of the National Council for the Social Studies (Washington, D.C., November 4-7, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Changing Attitudes, College Teachers, \*Departmental Teaching Plans, \*Educational Improvement, Educational Objectives, Educational Planning, Educational Quality, Educational Strategies, Faculty Integration, Flexible Scheduling, Higher Education, Instructional Improvement, \*Liberal Arts, Participant Involvement, Program Descriptions, Relevance (Education), \*Social Studies, \*Teacher Education, Teaching Methods

Twenty-nine helpful hints for "happy teaching" are suggested as part of a program of social studies teacher preparation. Intended particularly for use by teacher educators in small liberal arts colleges, the paper groups recommendations in the following categories: (1) securing the cooperation and participation of the social science departments and programs of the college; (2) establishing an institutional identity and role for the department of education with special implications for the social studies education component; (3) meeting the letter as well as the spirit of the state certification requirements; and (4) professional acceptance by colleagues in the social sciences. Recommendations include recruiting qualified faculty to serve on special committees, stressing team effort, encouraging social science faculty to offer experimental courses in education, providing media access to information on each program, providing graduate school counseling, and offering program facilities and services for faculty development whenever appropriate. The paper concludes with the recommendation that each college set up individual programs in accordance with specific priorities and long-term goals. (Author/DB)

**134 Document Resumes**

- ED 132 111** SO 009 653  
*Gibson, Margaret A., Ed.*  
**Anthropological Perspectives on Multicultural Education. Anthropology and Education Quarterly, Vol. VII, No. 4, November 1976.**  
 Council on Anthropology and Education, Washington, D.C.  
 Pub Date Nov 76  
 Note—57p.  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—Affirmative Action, \*Biculturalism, Civil Rights, \*Cultural Awareness, Cultural Background, Cultural Differences, Cultural Pluralism, \*Educational Anthropology, \*Educational Change, Educational Improvement, Educational Policy, Elementary Secondary Education, \*Equal Education, Ethnic Studies, Higher Education, Minority Groups, Models, Nondiscriminatory Education, Sociocultural Patterns  
 Identifiers—\*Multicultural Education  
 A variety of anthropological perspectives on multiculturalism in formal education are provided in five papers and three commentaries. Countering the traditional anthropological view that each society has only one culture, the first paper emphasizes the multicultural nature of all societies. Four divergent approaches to the conceptualization of multicultural education are analyzed in the second paper. An alternative approach is suggested which, unlike the others, does not equate education with formal schooling or view multicultural education as a type of formal educational program. The third paper discusses the concepts of culture, cultural groups, and cultural scenes within school settings and points out the discrepancies between an anthropological conception of culture and the educational policy issues currently arising from multicultural school programs. The fourth paper analyzes the role of multicultural education in equalizing educational opportunity in a culturally pluralistic society. The final paper focuses on multicultural education as a type of applied anthropology and argues that multicultural education programs cannot be devised apart from the specific communities they are intended to serve. The three commentaries point out various difficulties of maintaining ethnic and cultural identity in multicultural education, and they identify problems in providing multicultural education within the formal structure of the school. Professional news, information on teaching anthropology at the college level, publication reviews, and a membership survey of reader interests are included. (Author/DB)
- ED 132 112** SO 009 685  
*Purpel, David, Ed. Ryan, Kevin, Ed.*  
**Moral Education...It Comes with the Territory.**  
 Pub Date 76  
 Note—424p.  
 Available from—McCutchan Publishing Corp., 2526 Grove Street, Berkeley, California 94704 (\$13.50 hardbound, 10 or more copies \$10.80 each)  
 Document Not Available from EDRS.  
 Descriptors—Cognitive Development, Comparative Education, Course Content, Curriculum Development, Educational History, Elementary Secondary Education, \*Ethical Instruction, Instructional Programs, \*Moral Development, School Involvement, \*School Role, \*Values  
 Identifiers—Canada, China, England, United States, USSR  
 This book contains many general and specific suggestions on how schools might deal with moral education. School personnel need to be aware and knowledgeable of the dimensions of moral education—helping people to deal with questions of right and wrong in the ways they treat each other. Most of the theoretical issues presented in the book are concerned less with basic philosophical and metaphysical questions and have more concern with rationales and frameworks for curriculum content, instructional emphasis, and organizational climates for school programs. Part I of the book offers chapters which provide a philosophical framework to moral education and which discuss the aims and methods of moral education in China, Russia, England, and the United States. It also contains two chapters on moral education in the hidden curriculum and on instructional issues. Part II contains descriptions and critiques of the values clarification approach to moral education. Part III is concerned with the cognitive-developmental approach and Part IV with the cognitive ap-
- proach. A postscript deals with questions of action implementation. (Author/RM)
- ED 132 113** SO 009 698  
*Sherwood, Laurelee*  
**Technology and the Nature of Man: Biological Considerations. An Occasional Paper on Man/Society/Technology.**  
 West Virginia Univ., Morgantown. Coll. of Human Resources and Education.  
 Pub Date Sep 76  
 Note—29p.; For related documents, see SO 009 697-702  
 Available from—Book Store, West Virginia University, Morgantown, West Virginia 26506 (\$1.50 paper cover)  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
 Descriptors—Adjustment (to Environment), \*Biological Influences, Biological Sciences, Biology, Biophysics, Environmental Influences, \*Evolution, Futures (of Society), Higher Education, \*Human Body, Human Development, Life Style, Man Machine Systems, Technological Advancement, \*Technology  
 This seminar paper explores biological aspects of the man-technology relationship. From man's beginning and continuing into the future, technology is interwoven extensively in the biological fabric of man. Five facets of the biology-technology interaction are examined: (1) technological innovations enabling man to learn about his biological mechanisms; (2) technological influences on man's evolution; (3) technological procedures designed to enhance man's biological capacities; (4) technological byproducts which adversely affect man's well-being; and (5) potential future technological manipulations which may affect man's future biology. It is believed that the future biological development of mankind depends extensively upon the pace and direction of biological technology. Some future technological manipulations which have been predicted involve birth, genetics, prolonging life, medical improvements, enhancing the capacity of the mind, man-machine relationship/combination, and creating life. (ND)
- ED 132 114** SO 009 699  
*Carruth, James F.*  
**Technology and the Nature of Man: Psychological Considerations. The Promise of Technology Vs. the Experience of Individual Helplessness. An Occasional Paper on Man/Society/Technology.**  
 West Virginia Univ., Morgantown. Coll. of Human Resources and Education.  
 Pub Date Sep 76  
 Note—9p.; For related documents, see SO 009 697-702  
 Available from—Book Store, West Virginia University, Morgantown, West Virginia 26506 (\$0.65 paper cover)  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Higher Education, Individual Development, Individual Psychology, Interpersonal Competence, Interpersonal Problems, Interpersonal Relationship, \*Psychological Needs, \*Self Actualization, \*Social Environment, Social Influences, Social Problems, Social Psychology, \*Technological Advancement, Technology  
 The control of technology over the physical environment is investigated in this seminar paper. Technological control creates a psychological paradox for man, making him feel helpless and incompetent. The dilemma of helplessness is emphasized because man's main environment is social and/or interpersonal rather than physical. Individual competence in the social environment is established through interpersonal relations with others. Technology offers success to man as a tool maker and controller, but technological control of the physical environment holds several dangers for the individual's relationship to others. The dangers concern personal freedom, dignity, and control. One danger is that man becomes deluded into forgetting chance, points in time, and kinds of events. Another danger is that technology contributes to man's expectancies of control or power and distorts his perspective of loving or caring from what he is and what he can do as a man. Thus, the risk of technological creativity lies in ignoring or interfering with the need for individual competence in relationships. Examples of current events are provided. (ND)
- ED 132 115** SO 009 700  
*Donovan, Arthur*  
**Towards a Social History of Technological Ideas: Joseph Black, James Watt, and the Separate Condenser. An Occasional Paper on Man/Society/Technology.**  
 West Virginia Univ., Morgantown. Coll. of Human Resources and Education.  
 Pub Date Sep 76  
 Note—21p.; For related documents, see SO 009 697-702  
 Available from—Book Store, West Virginia University, Morgantown, West Virginia 26506 (\$1.20 paper cover)  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Cultural Factors, Higher Education, \*Historiography, Natural Sciences, Science Experiments, Science History, Scientific Concepts, Scientific Research, \*Scientists, Social Change, Social Environment, \*Social History, \*Social Influences, \*Technological Advancement, \*Technology  
 Identifiers—Watt (James)  
 This seminar paper explores the role that historians of technology can play in the reevaluation of the relationship between technical and social change. Historians of technology need to ask questions about the nontechnological aspects of society which have influenced technical change in the past. In the realm of ideas, historians should check whether the main normative and descriptive assumptions used by innovators were, in fact, dominant ideas in the societies in which they lived. In short, historians need to write a social history of the ideas that encouraged investigations of techniques, made the discovery of new techniques possible, and guided the uses of these techniques. As an example, the story of the relationship between the chemist Joseph Black and James Watt, inventor of the separate condenser for the steam engine, is presented. The story shows the integration of technology, society, and culture. The relationship between the men is examined for scientific discoveries that were transmitted between them, the general character of the society supporting their activities, and common areas of understanding and knowledge. In this case, an important technical innovation depended upon a close and friendly relationship between the men. (Author/ND)
- ED 132 116** SO 009 701  
*Bammel, Eugene C.*  
**Technology and Ecology: Technology's Cross-roads. An Occasional Paper on Man/Society/Technology.**  
 West Virginia Univ., Morgantown. Coll. of Human Resources and Education.  
 Pub Date Sep 76  
 Note—22p.; For related documents, see SO 009 697-702  
 Available from—Book Store, West Virginia University, Morgantown, West Virginia 26506 (\$1.10 paper cover)  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**  
 Descriptors—Adjustment (to Environment), Controlled Environment, Cultural Differences, \*Ecology, Environment, Environmental Education, \*Environmental Influences, Ethics, Futures (of Society), Higher Education, Humanization, \*Human Living, Life Style, Social Responsibility, \*Technological Advancement  
 This seminar paper investigates the relationship between technology and environment to determine the impact of technology on the individual's personal and physical environment. It deals with the consequences for individuals living in an environment shaped by modern technology. The main focus is that technology has acted as a leveling force—a destroyer of unique differences of regional diversities and national identities, and of environments that complement an individual's life-style. Modern technology has created environments with characteristics of mass production, mass distribution, and mass consumption. Illustrations of environments that have been altered by technology are cited. Using urbanity as its vehicle, technology has created an environment containing technological problems which man can barely control. It is man's responsibility to solve these problems in order to regain control over his environment. The use of technology has become a moral issue, involving values and choices of technological advance versus survival in changed environments. Although man has used technology to better his life, he has not con-

trolled technology. Thus, man has become the victim of technology and his resultant environment. He must correct the problems it has created before his environment is destroyed. (ND)

## SP

**ED 132 117** 95 SP 010 437  
*Bottomly, Forbes, Ed.*  
**Peak Use of Peak Years; An Examination of Mid-Career Potential.**  
 Council of Chief State School Officers, Washington, D.C.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Pub Date 75

Note—133p.  
 Available from—Office of Education, Washington, D.C. 20202 (single copy only, free)  
**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—Administrative Personnel, \*Administrator Education, Continuous Learning, Educational Accountability, \*Inservice Education, Management Development, Mental Rigidity, \*Middle Aged, \*Professional Continuing Education, Psychological Needs, \*Vocational Adjustment

**Identifiers**—Charles F Kettering II Limited Foundation, \*Collegiate Team Learning, Colorado Department of Education, \*Midcareer Renewal

The report examines the needs and methods for administrative self-renewal from several viewpoints—Forbes Bottomly, Terrel Bell, Ralph Nader, Price Cobbs, Malcolm Knowles, Philip Swain, and Edward Brainard. The introduction notes that rates of change in all fields of education are increasing, but the infusion of techniques and ideas via new personnel is slowing. Average age and service time of administrators is increasing and in order to retain and improve the competence of administrators, techniques of adult learning are needed. A critical examination of our consumer society is tied into examining the educational system itself as a product, one which should be consumer oriented and accountable. From a psychiatric view, mid-career is a time of crises—in motivation, outlook, confidence, and morale. Recognizing these problems and finding methods to deal with them are of top priority. Basic to this is the need to view education as a lifelong process of developing roles for coping with life. Another report examines the dynamics of implementing training programs in a business firm. Recognizing that industry has its particular problems with management renewal, it stresses that the receptiveness of the administrator is basic to the success of the program. The concluding report examines the experience of the Colorado state school system in setting up a program, describing the administrator renewal concept, the characteristics of effective district programs, and how the Department of Education is helping the districts set up their programs. The balance of the report deals with a presentation and panel discussion of the United States—OECD Forum of Educational Leaders 1975 retreat, a roster of conference speakers and biography. (MB)

**ED 132 118** SP 010 589  
*Masanari, Karl*  
**This We Must Do.**

Pub Date Jun 76  
 Note—13p.; Paper presented at the Ohio Teacher Education and Certification Advisory Commission Meeting (Columbus, Ohio, June 1976)  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Decision Making, \*Educational Accountability, Educational Policy, \*Governance, Inservice Teacher Education, Internship Programs, Performance Based Teacher Education, \*Policy Formation, Politics, Productive Thinking, Professional Personnel, \*Quality Control, Teacher Certification, \*Teacher Education, Teaching Quality

The subject of restructuring teacher education and working toward the improvement of educational opportunities in the schools is addressed. Teacher education faculties often are in power struggles with other faculties in colleges and universities and are often underrated as professionals. Decision-making in regard to teacher education is becoming more political. There

should be more reasonable expectations about what teacher education programs can do and the assumptions upon which they are based should be clarified. The term "teacher educator" includes both campus-based and school-based personnel. While competencies are basic in teacher education, a broader philosophy is needed. Three areas of improving the preparation of educational personnel are dealt with. In respect to governance of the schools, solutions to problems and design of programs will be more effective when decisions are made collaboratively and rationally. In the design and implementation of teacher education programs it is important to keep in mind fundamental issues such as what is the purpose of schools, what kinds of personnel are needed, and what competencies do those professionals need to possess. It should be assumed that professional development is career long and major tasks in this area can be accomplished by good inservice programs. The quality control of all educators is of critical importance. Teacher educators must refine and improve procedures for insuring that only the ablest enter the profession. Greater attention must be paid to recruitment, admission and program retention, entry and retention in the profession.

**ED 132 119** SP 010 646  
*Mark, Jorie Lester*

**Paraprofessionals in Education: A Study of the Training and Utilization of Paraprofessionals in U.S. Public School Systems Enrolling 5,000 or More Pupils.**

Pub Date 75  
 Note—108p.  
 Available from—Bank Street College of Education, 610 West 112th Street, New York, N.Y. 10025 (No price quoted)

**Document Not Available from EDRS.**

**Descriptors**—\*Career Ladders, Educational Finance, \*Inservice Programs, \*Paraprofessional School Personnel, \*Personnel Policy, Public School Systems, School Aides, Teacher Aides, Teacher Certification, Teacher Interns, Teaching Assistants, Volunteers

This study was intended to fill the gap in available data on paraprofessional funding and programming in the public school systems by focusing on the training and utilization of paraprofessionals in school years 1971-72 and 1972-73 in the 1,800 public school systems around the nation which enroll 5,000 pupils or more. A total of 1,148 school systems responded to a questionnaire designed to reveal base-line data on the extent of paraprofessional programming and information on paraprofessional institutionalization and career development. Study findings indicate that despite enthusiasm on the part of local educators and the community, only one-fifth of the school systems under study could support their paraprofessionals completely if federal funds dried up and less than one-half could support them partially. Some paraprofessionals were still being paid for less than a full school day. Paraprofessionals were organized in less than one-quarter of the school systems studied. Their access to benefits typically granted to teachers was mixed. Few paraprofessionals who obtained teacher certification had been hired by the school systems. However, paraprofessional salaries had increased about as much as teachers' since 1965-66. Personnel policies for a majority of the paraprofessionals were being decided by the school personnel department and, for a large majority of paraprofessionals, supervision came from central office personnel and evaluation from their principals. While about 45% of the school systems said they had career advancement plans, 83% of the paraprofessionals in these school systems were working as aides, the lowest level on the career ladder. The basis of career advancement was reported to be job performance. The questionnaire is appended. (Author/MM)

**ED 132 120** SP 010 649  
*Elsmere, Robert T., Daunt, Patrick D.*

**Effects of the Size of the Student Teacher Group on the Supervisory Program.**

Pub Date 75  
 Note—43p.  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
**Descriptors**—Classroom Observation Techniques, \*College Supervisors, Comparative Testing, Control Groups, Cooperating Teachers, Group Experience, \*Hypothesis Testing, Observation, \*Preservice Education, Research Methodology, \*Student Teaching, \*Supervisory Methods

**Identifiers**—Ball State University

This study was designed to test the following hypothesis: no significant differences will exist in the responses to a questionnaire by student teachers and supervising teachers assigned to two different programs of student teaching—one large group and two small groups. The control program was the normal program of supervision that is typically employed by the college supervisor. The experimental program involved a considerably larger number of student teachers under the supervision of one college supervisor. The college supervisor utilized special approaches with the experimental supervising teachers and student teachers to make accommodations for the large number of students. An evaluative questionnaire was administered to the student teachers and supervising teachers at the end of the quarter. It was found that the large-group program was affected to some extent by the lack of classroom observations by the college supervisor, especially in his ability to evaluate and write recommendations. However, the progress of the student teacher did not appear to be influenced by the type of supervisory program, and both college supervisors were rated highly. It was concluded that teachers and students seemed to respond to the expectations of the particular supervisory program and accept the approach provided. The hypothesis was rejected. Tables illustrate methods of comparison of groups and means of scoring and evaluation. Appendixes give examples of final questionnaires given to the participants in the program. (Author/JD)

**ED 132 121** 95 SP 010 650  
**Institutional Profiles of Education Laboratories and R&D Centers.**

National Inst. of Education (DHEW), Washington, D.C. Dissemination and Resources Group. Research and Development System Support Div.

Pub Date Sep 76  
 Note—502p.  
**EDRS Price MF-\$1.00 HC-\$27.45 Plus Postage.**

**Descriptors**—\*Directories, Educational Complexes, Educational Resources, \*Profile Evaluation, Program Content, \*Regional Laboratories, \*Research and Development Centers, Research Projects

**Identifiers**—\*National Institute of Education

This booklet contains institutional capability profiles on the 17 educational laboratories and R&D centers primarily supported by the National Institute of Education, Department of Health, Education, and Welfare. Each institution presents its capabilities in terms of mission, programs, resources, staff, and facilities. The original university-based research and development centers were created under provisions of the Cooperative Research Act of 1963. The regional educational laboratories were funded under provisions of the Elementary and Secondary Education Act of 1965. These institutions maintain multidisciplinary staffs and specialized facilities for conducting research, development, evaluation, and training. Many of the institutions have a substantive mission focus (e.g., reading, school organization, and vocational education). Others have strong regional ties. Their expertise spans early elementary through adult education and basic research through product development and dissemination. All have experience performing both small-scale projects and large, multi-year programs. Although funded largely through contracts administered by NIE, the institutions also perform work for other federal, state, and local agencies. Additional funding sources include foundations, industries, and foreign countries. Further information can be obtained by contacting the director of each institution. (Editor/MB)

**ED 132 122** SP 010 651  
*Whetstone, B. D.*

**Teacher Education Candidates' Perceptions of Students.**

Pub Date 75  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**  
**Descriptors**—Attitude Tests, \*Career Choice, Counseling Programs, Educational Counseling, \*Education Majors, Evaluation Methods, Interpersonal Competence, \*Interpersonal Relationship, \*Predictive Ability (Testing), Predictive Measurement, \*Preservice Education, Student Opinion, \*Success Factors, Teacher Education, Teacher Educators

The Ideal Student Description Q-Sort was developed originally as a predictive instrument to

determine probable success rates as teachers based upon the teacher candidate's perceptions of students in general. The Q-Sort consists of 84 items describing "openness" and "closedness" in a student and reveals the extent to which a teacher perceives students as either flexible (positive) or rigid (negative) in their interpersonal relationships, and also suggests whether the teacher is more open in his/her perceptions of students. Results of administering the Q-Sort over a four-year period indicated that participants in secondary education programs had a more negative perception of students at the outset, remained more rigid in their views, and tended to become increasingly negative over the four-year period and into their first year of teaching. The opposite was found true for students in the elementary education programs. It became apparent to the investigator that measuring student characteristics for screening purposes at a definite point in time was contrary to the concept of developmental teaching and learning, and that perceptions can be changed over a period of time provided sequences of learning activities are made available (even though secondary teaching candidates are more inflexible). The ISD Q-Sort, instead of becoming a screening device, may evolve into a counseling instrument used in planning the sequence of interpersonal relationships in teacher education indicated by the candidate's individual needs. (MB)

**ED 132 123** SP 010 652  
Johnson, Anne D., Comp. Turner, John, Comp.  
*A Brief Bibliography for the Sex Educator.*  
Pub Date Oct 76

Note—5p.  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Abortions, \*Adolescents, \*Behavior Patterns, Bibliographies, Contraception, Emotional Response, Ethics, Homosexuality, Human Body, Individual Differences, Moral Issues, Psychological Patterns, Sex Differences, \*Sex Education, Spontaneous Behavior, Textbooks, Venereal Diseases

The authors have developed a bibliography related to key issues in adolescent sexuality. Included are the following topics: (1) biological basis of sexuality; (2) adolescent sexual behavior; (3) homosexuality; (4) contraception and contraceptive behavior; (5) venereal disease; (6) morals; (7) abortion; (8) historical or anthropological view; (9) general textbooks. Over forty references are included. (Authors/JD)

**ED 132 124** SP 010 653  
Robards, Shirley N.  
*Development of a Competency-Based Teacher Education Approach to Individualize Instruction in Human Growth and Learning.*  
Pub Date Sep 75

Note—17p.; Research paper submitted for Association of Teacher Educators Research Award, 1975-76  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Academic Achievement, Educational Assessment, Educational Research, Educational Trends, \*Learning Modules, \*Performance Based Teacher Education, \*Preservice Education, \*Program Effectiveness, \*Student Opinion, Teacher Education, Teacher Educators, Teaching Methods

Data in this study was gathered to determine which, if either, strategy of teacher education was more effective—conventional teaching methods or modules based on competency based teacher education theory. In addition, the study attempted to determine preservice teacher attitudes toward competency based teacher education (CBTE). The method used involved three groups of preservice teachers (two control and one experimental) a pretest, instructional sequences (with CBTE methods being the independent variable), and a posttest. Analysis of the data indicates that the control group, utilizing conventional teaching strategies, had a significantly higher level of achievement than the experimental group. Additional data from the student opinion survey indicate the following learning activities in the competency based approach were considered beneficial by the participants: seminars, resource people, field experiences, and class tutors. Generally, students found the competency based approach more enjoyable and rewarding, yet more time consuming. In view of the literature, the research, and the trends in education, the competency based approach represents

no panacea, but it is a viable alternative for the future. (MB)

**ED 132 125** SP 010 654

Block, Susan Dimond  
*"Me and I'm Great": Physical Education for Children Three through Eight.*

Pub Date 77  
Note—223p.  
Available from—Burgess Publishing Company, 7108 Ohms Lane, Minneapolis, Minnesota 55435 (No price quoted)

**Document Not Available from EDRS.**

Descriptors—Athletic Equipment, Childrens Games, Exercise (Physiology), Games, \*Motor Development, \*Physical Education, Physical Fitness, Play, \*Preschool Education, \*Primary Education, Recreational Activities, Teacher Developed Materials, \*Teaching Methods

Identifiers—Movement Education

This guide book is addressed to those responsible for early childhood physical education. It is divided into nine segments, each covering in detail different facets of the subject: (1) the young child's development and learning processes in their relation to physical education; (2) the child's physical education program, its purpose and considerations; (3) movement exploration as a teaching technique; (4) rhythmic activities, creative movement, singing, and musical games; (5) physical fitness and exercises; (6) homemade apparatus and small equipment developed by the teacher; (7) game-type activities for the young child; (8) stunt activities; (9) relay races, competition, sportsmanship, and teamwork. A glossary of terms and a bibliography are included. (JD)

**ED 132 126** SP 010 655

Nixon, Howard L., II  
*Sport and Social Organization.*

Pub Date 76  
Note—75p.  
Available from—The Bobbs-Merrill Company, Inc., 4300 West 62nd Street, Indianapolis, Indiana 46268 (No price quoted)

**Document Not Available from EDRS.**

Descriptors—Athletic Coaches, \*Athletics, Cultural Factors, Culture, Discriminatory Attitudes (Social), \*Group Behavior, Racial Discrimination, Sex Discrimination, Social Change, \*Socialization, \*Socially Deviant Behavior, Social Mobility, \*Social Structure, \*Sociocultural Patterns, Teamwork, Values, Western Civilization

Identifiers—Sport Psychology, Sport Sociology

Sport is examined in relation to a number of basic aspects of social organization. Each of the seven sections includes a brief clarification of the key sociological concepts used for analysis, a consideration of various applications of those concepts to sport, and a review and discussion of what is known about specific aspects of sport in relation to social organization. Section I introduces the sociological perspective. Section II examines socialization and culture and, in a general discussion of the roles of people involved in sport, provides an indication of the nature of socialization in the social system of sport. The dominant value themes in American sport and the relationship between sport and national culture are also considered. Section III discusses social deviance and its consequences, officially espoused norms, and informal norms of behavior. Section IV focuses attention on the factors that determine the extent to which individual, interpersonal, and social structural factors relate to team success. Section V examines social stratification, discrimination, and the myth that all men/women are equal. Section VI talks about the patterns of bureaucratization, commercialization, and professionalization, and their effects on sport. Section VII looks at changes in the roles, the rules, and the relationships in sport produced by social processes and the likely social effects of deliberate and organized changes on established sport. (MM)

**ED 132 127** SP 010 656

Dickinson, John  
*A Behavioural Analysis of Sport.*

Pub Date 76  
Note—134p.  
Available from—Lepus Books, Henry Kimpton Ltd., London, England, (5 pounds English)  
**Document Not Available from EDRS.**

Descriptors—\*Athletics, \*Behavioral Science Research, Behavior Change, Behavior Patterns, \*Behavior Theories, Conditioned Response

Conditioned Stimulus, Motivation, Negative Reinforcement, Participation, \*Play, Positive Reinforcement, \*Reinforcement, Social Reinforcement

Identifiers—\*Skinner (B F), Sport Psychology

This book explores some of the basic principles of behavior which have been derived from the study of operant conditioning and considers the phenomenon of sport in society in the light of these principles. First, some of the terms used in Skinnerian behavioral analysis are defined and explained. The second section examines the reinforcements available for participation in sport while seeking to give a behavioral answer to the question, "Why does man participate in sports?" It is argued that mentalistic explanations are unnecessary and that is possible to explain sports participation using only behavioral principles and related evidence. The third section asks the question, "Why are some people influenced by the available reinforcers for sport participation and some people not?" To find the answer, the kinds of individual histories of reinforcement contingencies which potentially lead to nonparticipation are reviewed. A lack of interest in sport and a poor attitude toward sport are attributed to the consequences of sport behavior. Of concern next are the mechanisms of skill acquisition and an attempt at behavioral analysis of the mechanisms by which skills are acquired. In the fifth section, attention is devoted to some of the categories of social behavior in sport, and a Skinnerian analysis of them is presented. Section six examines some of the criticisms which have been made concerning Skinner's views in the context of sports behavior. It is argued that sport is an aspect of behavior within Western culture which can be manipulated and, at different levels within the sports hierarchy, manipulations of reinforcement and punishment may be used in achieving behavioral goals. (MM)

**ED 132 128** SP 010 659

John, Thomas  
*Junior-Senior High Tutor-Aide Program at Malcolm X Elementary School: An Evaluation Study. Final Report.*

District of Columbia Public Schools, Washington, D.C. Dept. of Research and Evaluation.

Pub Date 30 Jul 76

Contract—0684-AA-NS-0-6-GA

Note—62p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Compensatory Education Programs, Disadvantaged Youth, \*Elementary Schools, Formative Evaluation, \*High School Students, \*Junior High School Students, \*Peer Teaching, Student Evaluation, Teacher Aides, \*Tutorial Programs, Tutors

Identifiers—District of Columbia, \*Malcolm X Elementary School

This two-year project used students at the junior and senior high school level as tutors to elementary students in the basic skills of math and reading. Tutor selection was based on continuing interest, attendance, scholastic achievement, and overall attitude toward the program. The final evaluative report includes the following information: (1) training methods and procedures instituted in the program; (2) findings based on the data collected from the project, including questionnaire responses from teachers and tutors; interview and observation of tutees, tutors and teachers; and test results as reported by the school system; (3) conclusions and specific recommendations for future programs. Thirty-six tables cover detailed results of the project as evaluated by tutors, tutees, and teachers. The final observation and recommendation is that the program represents a valuable new trend in the teaching-learning process and that the talents of high school and junior high school students were successfully channeled to minister to the needs of under-achieving elementary grade students. (JD)

**ED 132 129** SP 010 660

Moore, J. William Schaut, Judith  
*An Evaluation of the Effects of Conceptually Appropriate Feedback on Teacher and Student Behavior.*

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 75

Note—31p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Diagnostic Teaching, Educational Improvement, Educational Research, \*Effective Teaching, \*Feedback, Intervention, Performance Based Teacher Education, Student Behavior, \*Teacher Behavior, Teacher Education, \*Teaching Methods

Two experiments were completed to determine whether providing classroom teachers with feedback would result in changes in both teacher and student behavior. The first experiment was designed to extend the validity of an earlier investigation by Moore et al. (1974) through replication with a new teacher population and a larger sample of male teachers. The second experiment was designed to test whether teaching effectiveness would be increased if appropriate feedback involved with generating instructional sequences appropriate for individual learners was given. In the first experiment, teachers received feedback related to their ability to control their teaching behavior and their ability to apply a theoretically based rationale in the resolution of learner problems. The experimental teachers demonstrated greater control of their teaching behavior as evidenced by the low discrepancy between their ratings of the need for intervention and their satisfaction of that need. Teachers in experiment two received feedback associated with their abilities to (1) engage in diagnostic procedures when a student incorrectly answered a question and (2) utilize appropriate diagnostic sequences to resolve the problem. There were significant differences in the direction of the experimental group, indicating that (1) experimental teachers engaged in diagnosis more often; (2) they conceptualized and employed more appropriate processes for diagnosis; and (3) their students correctly answered more previously missed items than did participants in the control group. In summary, the study demonstrated the importance of conceptually appropriate feedback in bringing about changes in teacher behavior. (MB)

**ED 132 130** SP 010 661

Breiter, Joan Menne, Jack

A Procedure for Textbook Evaluation Illustrated by an Analysis of Fifth-Grade Social Studies Texts.

Pub Date 74

Note—31p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors—**Case Studies, Decision Making Skills, Educational Assessment, Elementary Education, \*Elementary School Curriculum, \*Evaluation Methods, \*Social Studies, \*Textbook Evaluation, \*Textbook Selection, Textbook Standards

This study focuses on two tasks: (1) the development of a general procedure for evaluation of social studies textbooks which could be adapted to any locale, which could be used at any grade level, and which might be applied to other subject areas, and (2) to illustrate the suggested procedure at the fifth-grade level. The procedure involves the following steps: (1) determining the topics present in all current texts at the level desired; (2) constructing an instrument listing the topics; (3) allowing affected teachers to rate the topics as to importance and relevance; (4) analyzing the results and constructing an instrument containing only the highly rated topics; (5) having affected teachers rate the texts remaining after those whose copyright date, cost, or lack of content in the areas rated as important and relevant have been eliminated. After analysis of the fifth step, each book or series can be ranked. A top text or series closely fitting the local philosophy and curriculum can thus be selected. If multi-texts are to be used in the classroom, two or more of the top texts or series may be chosen. The study discusses the procedure and its illustration, also noting related factors, and describes accompanying findings. Rating scales, topic lists, and analysis worksheets are included as appendices. (MB)

**ED 132 131** SP 010 662

Young, James R. Wadham, Rex A.

A Simplified Evaluation Program to Distinguish Different Levels of Teacher Competence and Teacher-Pupil Interaction Patterns Based on Pupil Responses.

Spons Agency—Brigham Young Univ., Provo, Utah.

Note—33p.; Research paper submitted to Association of Teacher Educators, 1975

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

**Descriptors—**\*Classroom Observation Techniques, \*Computer Oriented Programs, Data Analysis, Data Collection, Data Processing, \*Educational Research, Evaluation Methods, \*Interaction Process Analysis, Performance Based Teacher Education, Student Behavior, \*Student Teacher Relationship, Teacher Behavior, Teaching Skills

**Identifiers—**TICOR, Time Interval and Categorical Observation Recorder

Using a modified typewriter interaction analysis system, an observer is able to record specific teacher-pupil behaviors as they interact in an instructional setting and distinguish accurately and comprehensively the cause and effect relationship. The system has the capability to distinguish patterns of behavior between different teachers in such a manner that objective analyses can be made with regard to their individual competence. Further improvement of the system has eliminated two limitations found in using the modified typewriter as the sole recorder of transactional data—the conversion of the typewriter data to computer form and the development of a duration of time measurement. The solution devised is a microcomputer system called TICOR (Time Interval and Categorical Observation Recorder) consisting of an alpha-numeric computer terminal keyboard with standard typewriter key layout plus extra keys for entering data, controlling the computer, and providing access to a larger computer. The system allows the researcher to identify teacher stimuli being used to reinforce correct responses, remediate an incorrect response, or facilitate a response to a no response. These rate, sequence, and duration investigation techniques facilitate the study of effective instructional strategies and teacher-pupil behavior. (MB)

**ED 132 132** 95 SP 010 664

Dropkin, Ruth, Ed.

Teachers With Children: Curriculum in Open Classrooms.

City Univ. of New York, N.Y. City Coll. Workshop Center for Open Education.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Jun 76

Note—76p.

Available from—The Workshop Center for Open Education, 6 Shepard Hall, City College, 140th Street and Convent Avenue, New York, New York 10030 (\$3.50)

**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**

**Descriptors—**\*Curriculum, Curriculum Development, Curriculum Enrichment, Curriculum Planning, \*Educational Resources, \*Elementary School Curriculum, \*Experimental Curriculum, Lesson Plans, \*Open Education, \*School Activities, Student Centered Curriculum

This collection of personal essays relates elementary classroom experiences representative of curriculum themes in open education. Essays are concerned with such topics as: (1) the question of what is the curriculum of the open classroom; (2) development of a curriculum on a medieval theme in a fourth-fifth grade class; (3) study of prehistoric life triggered by a trip to the natural history museum; (4) an approach to reading based on the children's experiences; (5) lessons in Chinese culture led by a Chinese student teacher; (6) a pollution study unit developed by the students in a third-fourth grade class; (7) a calm approach to sex education; (8) excerpts from a study unit on Africa; (9) a study unit on Puerto Rico; (10) reading activities developed from student direction; (11) activities inspired by flight guided by teacher who is a pilot; and (12) an excerpt from PHENOMENOLOGICAL DESCRIPTIVE INQUIRY AS A METHOD OF DOCUMENTING OPEN CORRIDOR. A list is provided of Workshop Center for Open Education publications. (MM)

**ED 132 133** SP 010 665

Redman, George L.

Can Inservice Value Clarification Training Contribute to Openness of Teacher Assessing Behavior?

Pub Date 75

Note—20p.

Available from—George L. Redman, Hamline University, St. Paul, Minnesota 55104 (\$1.00)

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

**Descriptors—**Catholic Schools, \*Classroom Communication, Classroom Environment, \*Inservice Teacher Education, Interaction, \*Personal Values, Student Interests, Student Needs, \*Student Teacher Relationship, \*Teacher Attitudes, Teacher Behavior, Teacher Response

**Identifiers—**Openmindedness, \*Values Clarification, Values Education

To determine whether inservice value clarification training is related to the degree of openness expressed by teachers, three hypotheses were tested. This report focuses on one of these hypotheses—that when asked to assess in writing an event that allowed for a variety of points of view, inservice teachers after value clarification training would signal more concern for the needs and interests of students than before training and would signal less concern for the needs and interests of authority figures in the classroom and school settings. The subjects were inservice administrators and/or teachers in grades K-8 in small Roman Catholic, parochial schools. Value clarification training consisted of numerous activities presented in six three-hour sessions and one six-hour session over the course of seven weeks. Before and after training, subjects were asked to observe and assess classroom events portrayed in a nine-minute film. The film was selected because of its ability to stimulate a variety of viewer responses. It depicted teacher interaction with groups of students and one-to-one interaction between the teacher and individual students. The major finding of the study was that the percentage of assessment statements showing concern for the students as individuals was significantly higher after the value clarification training program. (MM)

**ED 132 134** SP 010 666

Redman, George L.

Improving Socio-Emotional Classroom Climate by Communicating the Degree to Which Statements Are Considered by Teachers to be Subjectively Held.

Pub Date 76

Note—10p.

Available from—George L. Redman, Department of Education, Hamline University, St. Paul, Minnesota 55104 (\$1.00)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Classification, \*Classroom Communication, \*Classroom Environment, Communication (Thought Transfer), \*Communication Skills, Individual Differences, \*Interaction Process Analysis, Linguistic Patterns, Personal Values, Self Expression, Student Teacher Relationship, \*Teacher Behavior, Teacher Influence

**Identifiers—**\*Openmindedness, \*Point of View, Subjectivity

Teachers should find it of value to become more cognizant of the degree to which they communicate awareness of subjectivity since the more accepting the socioemotional climate of the classroom, the greater will be the opportunity for expanded thinking, sharing of differing points of view, and learning in general. This awareness could be determined by measuring the degree to which the teacher signals that a point of view expressed in a given message is intended to represent a subjective perspective and that other points of view in the issue may, are likely to, or surely do exist. A system for classifying teacher statements on the basis of sensitivity to subjectivity communicated in and through qualifying phrases would be useful in both research and practical use. A preliminary categorization might be the division of statements into two broad categories, with accompanying subsets. (1) statements that indirectly signal recognition of message subjectivity, (a) phrases that identify persons holding the point of view expressed in the original message, including those phrases which (i) expand, or (ii) limit the psychological room of the receiver of the message to hold differing opinions; and (2) statements that directly express acceptance of the subjective nature of personal judgments, including (a) phrases expressing the right of others to hold differing points of view, and (b) phrases identifying persons who hold (or could hold) differing points of view. (MB)

**ED 132 135** 95 SP 010 667

Dick, Walter

Evaluating Programmatic Impact in Education. Spons Agency—Office of Education (DHEW), Washington, D.C. Teacher Corps.

Pub Date 76

Grant—G-OEG-7501834

Note—119p.

Available from—Teacher Corps Research Adaptation Framework, University of Oklahoma, 555 Constitution Avenue, Norman, Oklahoma 73037 (\$1.99)

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Educational Research, Evaluation, Evaluation Criteria, \*Evaluation Methods, \*Formative Evaluation, Information Utilization, Measurement Instruments, Program Evaluation, \*Research Utilization, \*Summative Evaluation

Identifiers—\*Teacher Corps Research Adaptation Framework

This document reports the first-year activities of Teacher Corps projects demonstrating the training framework entitled, *Adaptation of Research Findings*. These projects incorporate into their design the results of research, empirical practices and processes that have proven effective and relevant to the educational processes for schools serving low-income populations. Chapter I provides an overview. Chapter II presents an in-depth look at the evaluation process and discusses the differences between impact and process evaluations. A comparison is made among projects that focus on either student outcomes, teacher outcomes, or institutional outcomes, and the implications of these different foci are discussed. Considerations of where to begin to conceptualize the evaluation process are presented in Chapter III. The fourth chapter discusses the design of impact evaluation studies and presents some alternative approaches to evaluation such as quasi-experimental designs and the establishment of criterion standards. Chapter V discusses the design and selection of evaluation instruments. A variety of instruments are considered as well as behavioral indicators that can be used to evaluate project outcomes. Chapter VI argues that the process of evaluating ongoing activities during the course of the project is of critical importance both to the management of the project and to the eventual sharing of the project's outcomes. The importance of careful preparation of data gathered during the evaluation process is considered in Chapter VII, and the importance of the organization, display, and interpretation of data in order to maximize usefulness is emphasized. Chapter VIII focuses on some of the major problems that arise in the impact evaluation process. The final chapter summarizes the importance of both process and impact evaluations. (MM)

ED 132 136 95 SP 010 668

Mann, Philip H., Ed.

Shared Responsibility for Handicapped Students: Advocacy and Programming.

Miami Univ., Coral Gables, Fla. Training and Technical Assistance Center.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date 76

Note—250p.

EDRS Price MF-\$0.83 HC-\$12.71 Plus Postage.

Descriptors—Educational Practice, Educational Programs, \*Educational Responsibility, Evaluation Needs, \*Exceptional Child Education, Exceptional Children, Financial Support, \*Legal Responsibility, Normalization (Handicapped), \*Program Development, \*Regular Class Placement, Teacher Education, Technical Assistance Identifiers—Education for All Handicapped Children Act

In a response to new legal requirements for handicapped child education, this monograph presents a sample of current viewpoints from professionals at different levels of education and in related professions concerned with shared responsibility roles in the mainstreaming of handicapped children. The first section consists of six articles dealing with current issues: frequently asked questions about mainstreaming, individual or alternating vs. mutual teacher responsibility models, historical overview, the question of quality control, humanization of the educational system, and funding problems. Section two examines the failures and successes of teacher training institutions in the field of handicapped pupils, critiques one model of preservice and inservice teacher training, and presents some challenges an individual classroom teacher will be called upon to meet. Chapter three examines the mainstreaming concept from technical assistance perspectives; suggests a semi-autonomous, government-funded, technical assistance program; critiques a

model for educational administrator training; and reports on one effort of state administrators to collaborate on their problems. Section four examines various ongoing regional, state, and local mainstreaming programs. Section five presents problems in evaluating mainstreaming programs, concentrating on the lack of suitable instrumentation and the diversity of opinions as to what the term "mainstreaming" actually encompasses. The final section clarifies legal mandates related to mainstreaming and discusses their effects and limitations. (MB)

ED 132 137

SP 010 669

Stier, William F., Jr.

One Man's Perceptions of Physical Education and Its Role in Today's Curriculum.

Pub Date 1 Nov 76

Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Athletic Coaches, Athletic Programs, \*Curriculum Development, Educational History, Educational Philosophy, \*Educational Principles, Physical Activities, \*Physical Education, \*Physical Recreation Programs, Professional Education, \*Secondary Education, Student Development

Identifiers—\*Educational Role

Physical education is an academic discipline influencing the cognitive, affective, and psychomotor domains, promoting the development of the total individual by means of selected movement experiences and physical activities. As a structured portion of education, it has been in existence only about 100 years when a department of Physical Education and Hygiene was established at Amherst College in 1861. As an integral part of the educational system, it affects students at all levels, from the basic activities class in which all students are required to participate, through the intra- and extra-mural levels to the interscholastic level, in which only the most proficient participate. Preparation of educational leaders for the field has been a problem, in that the physical educator was also expected (and in most cases required) to be involved in the coaching of extramural sports. With the development of the concept of "coaching internship," an individual who wishes to coach an athletic sport while teaching in another discipline will be able to do that. This approach also opens the employment field to those who wish to teach physical education can be judged only by the totality of its effects on the biological, psychological, sociological, and mental needs of the individual. With continued concern on the part of the professionals in the field, the role of physical education in the school for assisting every student reach his or her full potential as a citizen of this country can be realized. (MB)

ED 132 138

SP 010 670

Redman, George Lowell

An Exploratory Study of the Effects of Inservice Value Clarification Training on Openness of Teacher Assessing Behavior.

Pub Date Aug 75

Note—32p.; Research paper submitted to the Association of Teacher Educators

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Development, \*Catholic Educators, \*Classroom Communication, \*Cognitive Measurement, Egoentrism, \*Elementary School Teachers, Inservice Teacher Education, \*Personal Values, \*Sensitivity Training, Student Teacher Relationship, Teacher Behavior, Teacher Workshops

Identifiers—Openmindedness, \*Values Clarification, Values Education

When asked to assess an object or event that allowed for a variety of points of view, inservice teachers after value clarification training (to a greater degree than before such training): (1) showed more openness to the needs and interests of students as individuals and as a group and less identification with authority figures; (2) indirectly showed, by identifying authorities holding similar or different viewpoints, the degree to which they considered their own messages as subjectively held; and (3) directly signaled their acceptance of the right of others to hold different points of view and gave concrete examples of such people. This change in value behavior was evidenced in a study conducted on K-8 inservice teachers in small Roman Catholic private schools in a training program of value clarification methodology, i.e., (1) acquiring knowledge and skills of value

clarification, (2) applying skills in workshop and classroom settings, and (3) assessing real and potential successes and failures in their use. Subjects were administered a pretest, value clarification workshop and posttest, and the data received were interpreted to measure change in the degree of openness in assessing behaviors. The chief finding of the study demonstrated that a relationship existed between a period of value clarification training and the participating inservice teachers increased concern for the needs and interests of individual students. (MB)

ED 132 139

SP 010 671

Manual for Developing a Senior Citizen Teacher Aide Program.

Oregon State Dept. of Education, Salem.

Pub Date 75

Note—98p.

Available from—Tigard School District 23J, 13137 S.W. Pacific Highway, Tigard, Oregon 97223 (No price quoted)

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Community Involvement, Elementary Education, \*Program Content, Program Development, Program Guides, Remedial Instruction, \*Senior Citizens, \*Teacher Aides, \*Tutorial Programs, \*Volunteers

Identifiers—Oregon (Tigard), Project SAVE, Senior Aide Volunteer Educators

The Senior Aide Volunteer Educator (SAVE) project in Tigard School District 23J, Tigard, Oregon, was initiated in 1971 under ESEA Title III funding to provide additional instruction to selected students from the first six grades in the areas of reading, mathematics, and elementary science. Examples from this project are often cited, but this adopter's guide attempts to describe the requirements of a senior aide program in generic terms, replicable in any community. In Sections I through III, "Deciding Whether to Adopt the Model," "Determining Program Feasibility," and "Planning Program Operation," the guide suggests the steps necessary to make a decision to adopt the program and to plan it on paper. The section entitled, "Founding the Program," suggests procedures to follow in seeking district and community support and sponsorship. In the section "Implementing the Program," the guide suggests procedures for initiating and conducting routine operations at both the administrative and instructional levels. This is followed by a section suggesting an evaluation framework. The appendix contains a bibliography of materials related to program operation, program material inventories, the tables of contents, and sample pages from the SAVE project's instructional workbooks, and a number of program evaluation forms that may serve as useful resources for adopters. This guide is one in a series of adopter's guides of "Promising Practices in Oregon," instructional or management programs that the relevant school personnel think innovative, effective, and transportable. (MB)

ED 132 140

SP 010 672

The Visiting Teacher in Texas Public Schools.

Texas Education Agency, Austin. Div. of Guidance Services.

Pub Date 75

Note—20p.

Available from—Visiting Teacher Services, Division of Guidance Services, Texas Education Agency, 201 East 11th Street, Austin, Texas 78701

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Adjustment Counselors, Caseworkers, \*Family School Relationship, Guidance Personnel, Program Development, Public School Systems, \*Resource Staff Role, School Services, \*School Social Workers, Social Work Identifiers—Texas, \*Visiting Teachers

This brochure sketches the range of services provided by visiting teachers in the Texas Public Schools and offers suggestions for establishing a visiting teacher program in other school systems. The rationale for the visiting teacher program is outlined first followed by an explanation of who the visiting teacher is. Twenty functions of the visiting teacher are then listed. The visiting teacher's function as a member of an interdisciplinary team is diagrammed. Finally, some guidelines and procedures for initiation of visiting teacher program are offered. Topics covered in discussion of guiding principles for program initiation are: planning; organizing; implementation; allocation and the Texas School Code; qualifica-

tions; certification; and special assignment areas. (MM)

**ED 132 141** SP 010 673

*Hooper, Richard*

**The Good Friends Volunteer Program Evaluation Report.**

Nashville - Davidson County Metropolitan Public Schools, Tenn.

Pub Date Aug 76

Note—117p.

EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.

Descriptors—\*Elementary Secondary Education, Paraprofessional School Personnel, \*Program Evaluation, \*Questionnaires, \*School Aides, Surveys, \*Teacher Aides, Tutoring, Voluntary Agencies, \*Volunteers

Identifiers—\*Good Friends Volunteer Program, Tennessee (Davidson County), Tennessee (Nashville)

This evaluation report relates data pertaining to the 1975-76 school year. The Good Friends Volunteer Program was established in 1974. During the 1975-76 school year, over 3,000 volunteers in 110 schools participated in the Good Friends program. Duties included giving individual attention to students; enriching programs in such areas as music, art, dramatics, and crafts; tutoring in reading or math; helping in the library, office, playground, or clinic; preparing instructional materials; and transporting other volunteers. Volunteers worked as little as one hour per week up to as much as 30 hours per week. The program evaluation consisted of administering five questionnaires to the affected population—volunteers, teachers, local coordinators, principals, and students in grades 5-12—and interviewing a sample of students in grades K-4. Results are reported for each survey question, and the percentage of responses for each question is noted. On the whole, the Good Friends Volunteer Program received a positive evaluation. The appendices provide samples of the survey forms, guidelines for the Good Friends program, and an organizational diagram. (MM)

**ED 132 142** SP 010 674

*Zawadzki, Robert F.*

**A Program to Train Teams of Educational Personnel to Serve Certain Handicapped Children who Exhibit Marked Behavior Disorders.**

Pub Date 75

Note—34p.; Research paper submitted to the Association of Teacher Educators

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Behavior Change, \*Behavior Problems, Change Strategies, Clinical Diagnosis, Educational Methods, \*Exceptional Child Education, Handicapped Students, Inservice Teacher Education, Mental Health Programs, \*School Personnel, \*Team Teaching

This project sought to demonstrate that: (1) teams of educational personnel could be trained to serve the needs of certain handicapped children exhibiting marked behavior disorders; (2) members could be trained to identify behaviors of their children and themselves which may appear to cause classroom disorder; and (3) techniques could be devised to modify such behavior disorders. The sixteen teams formed consisted of a regular education teacher, a special education teacher, and at least one administrator, counselor, and psychologist; each participated in a forty-five hour program of orientation, teaching, and counseling. Findings obtained are the result of team observations and suggestions, clinical reports, remarks by parents, control data strategies, teaching attempts, actual outcomes, and a variety of results from using many alternatives for many disruptive teaching situations. The findings confirmed that the three objectives could be attained. In addition, the teams were able to identify a variety of teaching alternatives when working with handicapped children who demonstrated marked behavior disorders. Also, the team members expressed a desire to be considered for future projects of this nature. Appendices to the report consist of a 168-item list of disruptive classroom behaviors on the part of students, 35 disruptive behaviors of team members identified by themselves, seven clinical supervision forms, clinical supervision reward systems, a "control of strategy" outline, and vitae on the author. (MB)

**ED 132 143** SP 010 675  
*Nier, Charles J.*

**Some Relationships Between Psychological Structure, Educational Beliefs, and Teaching Strategies in Three Types of Teacher Trainees.**

Pub Date 75

Note—34p.; Research paper submitted for the Association of Teacher Educators 1975-76 Research Award; Best copy available

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Beginning Teachers, Behavior Patterns, Beliefs, Educational Attitudes, \*Educational Philosophy, Educational Strategies, Individual Characteristics, \*Personality Assessment, Preservice Education, Psychological Characteristics, Psychological Patterns, Student Teacher Relationship, \*Student Teachers, \*Teacher Behavior, Teacher Education, \*Teacher Interns, \*Teaching Styles

Identifiers—Wehling Charters Test

This study investigated systematic relationships among teacher personality types (Ambitious, Conscientious, and Indulgent), preservice educational beliefs, and intern classroom practices. The investigation traced the theoretical and empirical linkage from personality structure through educational ideology and finally to perceptions of teacher priorities and behaviors as seen by students. During pre-service education, 32 subjects were classified by way of a word association test and assigned to one of the typologies listed above—A, C, or I—and they were tested on five dimensions of the Wehling-Charters Teacher Conceptions of the Educative Process instrument. After seven months of intern-year teaching, a Student Perceptions Test was administered to 1,023 pupils of the interns. Students measured intern motivations and practices on three corresponding test scales: Achievement (Ambitious), Conformity (Conscientious), and Nurture (Indulgent). A, C, and I types were hypothesized to hold differing educational beliefs and to adopt differing teaching goals and strategies in practice. These differences were hypothesized to be a function of personality structure. The results indicate that pupils: (1) perceive differences in style and behaviors between A and C types; (2) accept both A and C type teachers and teaching priorities; and (3) reject individuals of any typology who present confusing and/or conflicting sets of educational beliefs and teaching strategies. (Author/MM)

**ED 132 144** SP 010 676

*Smith, Joyce M.*

**A Comparative Study of the Verbal Interaction and Concerns of Center Student Teachers with Non-Center Student Teachers.**

Pub Date 75

Note—36p.; Research paper submitted for the Association of Teacher Educators 1975-76 Research

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—Behavior Change, Preservice Education, Student Teacher Relationship, \*Student Teachers, Student Teaching, Teacher Attitudes, \*Teacher Behavior, \*Teacher Centers, \*Teaching Experience, Teaching Techniques, \*Verbal Communication

Identifiers—Interaction Analysis for Science Teachers, Sixteen Personality Factor Questionnaire, Teacher Concerns Checklist

Two specific questions were addressed in the study: (1) Do student teachers from randomly selected in-center situations verbally interact with students differently than randomly-selected non-center student teachers? and (2) Do center student teachers have concerns that are different from those of non-center student teachers? Data was gathered from the Teachers Concerns Checklist and the Sixteen Personality Factor Questionnaire completed by both groups of student teachers. Non-center student teachers were placed in metropolitan school settings with no enrichment program input from the university. The teacher education center student teachers participated in a program consisting of: (1) content seminars on discipline, reinforcement strategies, and questioning techniques; (2) an orientation day to acquaint the student teacher with the center prior to the student teaching experience and to facilitate placement with the cooperating teacher; (3) analysis of their teaching through the use of audio and video tapes several times during the teaching experience; (4) individualized student teaching programs through the use of objec-

tives that were summarized as a basis for their final evaluation; and (5) daily consideration in placing this research in perspective is the lack of a well-developed program at the teacher education center used for this research. Results indicate that in order to make a significant difference, a teacher education program needs to provide experiences that will result in behavioral changes. (MM)

**ED 132 145** SP 010 677

*Kirkpatrick, Dorothy Louise*

**A Study of the Competencies for Cooperating Teachers as Perceived by Elementary Education, Physical Education, and Secondary Social Studies Student Teachers.**

Pub Date 10 Aug 75

Note—14p.; Research paper submitted for the Association of Teacher Educators 1975-76 Research Award

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Ability Identification, Basic Skills, \*Cooperating Teachers, Educational Needs, Educational Research, Effective Teaching, \*Faculty Evaluation, \*Needs Assessment, Preservice Education, Skill Development, Student Opinion, \*Student Teachers, Teacher Behavior

The perceptions of preservice student teachers as to the effectiveness of cooperating teachers' behaviors were used in this study to determine the competencies required in a cooperating teacher for each curricular group. During the terminal two weeks of student teaching, three groups of student teachers, one each in elementary education, physical education, and secondary social studies, were asked to identify effective cooperating teacher behaviors and to rate them on a scale. Those behaviors rated "definitely needed" by a majority of the students were determined to be competency requirements for that group. All groups considered the cooperating teachers' "development of student teachers' perception of the teaching-learning process" as the most important major category of behavior. Twenty-seven competencies divided into three large categories (perceptions of the teaching-learning process, understanding pupils, developing behaviors of a professional) were constructed from the student teacher responses. Agreement was noted at the level of major categories and subcategories, but a lack of agreement as to particular competencies emphasized the need for investigations in the various curricular areas to develop more curricular-specific competencies. (MB)

**ED 132 146** SP 010 678

*Malmquist, Eve Grundin, Hans U.*

**European Cooperation in the Field of Educational Materials Research (La Coopération Européenne dans le Domaine de la Recherche en Matière d'Éducation).**

Council of Europe, Strasbourg (France). Documentation Center for Education in Europe. Pub Date Dec 75

Note—91p.; In French

EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.

Descriptors—Action Research, \*Educational Research, Educational Trends, \*Foreign Countries, Information Dissemination, \*Information Networks, International Organizations, \*International Programs, Research Coordinating Units, \*Systems Development

Identifiers—Council of Europe, European Resources Information Center, ERIC, EUDISED, \*European Community, European Documentation Information System Edu

This document is the result of an investigation sponsored by the Council of Europe into the state of multinational cooperation on the part of council member nations in the field of educational research. Questionnaires sent to research facility administrators and staff revealed a certain hesitation to cooperate on an institutional/administrative level if other, more flexible, forms of cooperation could be evolved. Major concern was evidenced in the fields of (1) the conduct of research, (2) the classification of research methodologies, and (3) the synthesis of educational research findings. Several ongoing cooperative programs were examined to discern the ways in which international research is conducted, what the organizational strongpoints and weaknesses are, and what possibilities exist for future development. Cooperation in the field of a European outlook in educational research might

take as a starting point the European Documentation and Information System for Education (EUDISED), changing it from a passive, information cataloging system to a more active accumulation system such as the ERIC (United States) system. Most important should be cooperation in analytical criticism and information synthesis at the interinstitutional and multinational level, funded by national contributions. The authors present a ten-year plan for the development of a coordinated program involving an assured and continuing budget, a pan-European system of documentation, analysis, and diffusion, and a European organizational network developed from national research coordinating units. A bibliography of 159 citations is appended. (MB)

**ED 132 147**

SP 010 679

Pugsley, R. S.

**The Consumer Interests in Voluntary Accreditation.**

Pub Date 29 Oct 76

Note—27p.; Paper presented at the fall regional meeting of the New England Association of Schools and Colleges (Hanover, New Hampshire, October 19, 1976)

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Accreditation (Institutions), \*Agency Role, \*Consumer Protection, \*Educational Accountability, Educational Policy, Educational Responsibility, Federal Programs, \*Public Opinion, Public Policy

Identifiers—\*Consumer Interests

This discourse suggests that there are nine categories of client publics (or education consumers) which individually or collectively hold expectations of accreditation and accrediting agencies: (1) the institutions, their students, faculty, and trustees; (2) the federal agencies; (3) agencies that recognize accrediting bodies, specifically the U.S. Office of Education and the Council on Postsecondary Accreditation; (4) the national organizations that represent various interest groups in education; (5) the regulatory agencies; (6) consumer protection groups; (7) elected officials; (8) general and academic critics and the investigators of accreditation; and (9) parents, the average citizen, and the taxpayer. Over the past decade, there have been three periods of consumer (client publics) attention to accreditation—1968-71, 1972-73, and 1974-76. The first period, 1968-71, was a form of consciousness-raising on the part of the accrediting establishment related to the concerns of outside forces. During this period, skeptical and hostile publics emerged, and accreditors and defenders of accreditation reacted with despair. The period 1972-73 began with accrediting agencies filled with enthusiasm to demonstrate that accrediting is accountability for stewardship of a public trust and that the system is open to constructive change and valid reform. Four studies were undertaken to provide a reexamination of the field of accrediting—the Puffer, Ward, Ash, and Seldon reports. During this period when the accrediting community was attempting to respond constructively to the range of issues raised earlier, its public began to regroup and new issues began to surface. These new issues, which characterize the period 1974-76, are: (1) the role of accreditation in education consumer protection; (2) the role of accreditation in the Federal eligibility system; and (3) the system's accountability. (MM)

**ED 132 148**

SP 010 680

Mangieri, John N. Readence, John E.

**The File Box System: Flexibility in a Volunteer Aide Program.**

Note—8p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Clerical Workers, Elementary Education, \*Information Storage, Paraprofessional School Personnel, \*Program Administration, \*Program Coordination, \*School Aides, School Community Programs, \*Teacher Aides, \*Volunteers

Identifiers—Ohio (Meigs)

A successful, flexible, system for coordinating volunteers in the Meigs, Ohio, local school district's elementary schools utilizes a file box containing the names of aides selected to participate in the volunteer program, the times and days they are available, and the services they can provide. A teacher needing a volunteer to perform certain duties at specific times selects the aide who best meets his/her needs according to time and performance. By selecting and notifying the volun-

teer prior to the specified time (usually two days), the teacher secures from the volunteer a commitment to fulfill the teacher's classroom or clerical needs. Utilization of the file box system at each school is the responsibility of the building coordinator. A central coordinator maintains a central file box system to accommodate volunteers who are capable of making a contribution or have talents of value to more than one school site. Arrangements are made to secure the services of a multi-site volunteer by request to the central coordinator. The volunteer program at each school is conducted at a ready room—a central gathering place where volunteers may be obtained by teachers when they are needed. The ready room is staffed by volunteers whose duties are primarily clerical but who are able to provide instructional assistance if needed. The room is equipped with duplicating machines, typewriters, and work tables. (MM)

**ED 132 149**

SP 010 681

Clarke, H. Harrison, Ed.

**Exercise and the Knee Joint.**

President's Council on Physical Fitness and Sports, Washington, D.C.

Pub Date 19 Jan 76

Note—18p.

Available from—President's Council on Physical Fitness and Sports, Room 3030, 400 Sixth Street, S.W., Washington, D.C. 20201 (No price quoted)

Journal Cit—Physical Fitness Research Digest; Series 6, n1 p1-14 Jan 1976

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Athletics, \*Exercise (Physiology), \*Injuries, Muscular Strength, \*Physical Education, Physical Fitness, Physiology, \*Preventive Medicine

Identifiers—Deep Knee Bend, \*Knee Joint

This report by the President's Council on Physical Fitness and Sports examines the effects of various forms of physical exercise on the knee joint which, because of its vulnerability, is especially subject to injury. Discussion centers around the physical characteristics of the joint, commonly used measurements for determining knee stability, muscular and ligament strength. The deep knee bend, an exercise of highly questionable value in conditioning regimens, is criticized on the grounds that it contributes to chronic synovitis, promotes early arthritic onset, and produces gross knee instability. Exercise regimens are proposed and discussed for the treatment and prevention of knee injuries. Practical advice for the development of physical education and athletic programs justifiable from this review of knee joint exercise is given, and includes: (1) Exercises that unduly stretch or damage the ligaments of the knee should be avoided; (2) The deep knee bend should be used sparingly, if at all, in physical education and athletic conditioning, and substitutes should be developed such as bench stepping and weight training routines; (3) In performing knee bends for developing and maintaining the strength and endurance of the quadriceps muscles, a half knee bend is recommended; (4) Progressive resistance exercises of the muscles activating the knee joint should be routinely employed for the prevention of knee injuries and for the rehabilitation of the knee during postinjury or postsurgical rehabilitation. A bibliography of 37 citations is appended. (MB)

**ED 132 150**

SP 010 682

**Standards for State Approval of Teacher Education. Sixth Edition.**

National Association of State Directors of Teacher Education and Certification.

Pub Date 76

Note—109p.

Available from—NASDTEC, Utah State Board of Education, Division of State Development, 250 East Fifth South, Salt Lake City, Utah 84111 (1-9 copies \$2.50 each, 10 or more copies \$2.00 each)

Document Not Available from EDRS.

Descriptors—Academic Standards, \*Accreditation (Institutions), \*Certification, Curriculum, Inservice Education, Inservice Teacher Education, Performance Based Teacher Education, \*Program Development, Program Evaluation, \*State Agencies, State Departments of Education, \*State Standards, \*Teacher Education

Identifiers—NASDTEC

This document is a compendium of data relating to the development, content, and periodic

review of teacher education programs prepared by the National Association of State Directors of Teacher Education and Certification (NASDTEC). The first chapter contains procedures designed to assist state education agencies in reviewing, developing, and applying standards for legal approval of teacher education programs. Chapter II covers the organization, administrative, and operational provisions to support a program in teacher education. The next chapter deals with specific teacher education curricula. The fourth chapter deals with standards for the wide variety of post-baccalaureate study, including advanced study for classroom teachers, administrators, supervisors, and other educational specialists. The appropriateness and the quality of instruction, both academic and professional, are of concern. Chapter V contains standards prepared to emphasize the importance the NASDTEC places on the continuous development of new programs for the preparation of school personnel. The standards presented were designed to create an awareness on the parts of both the program developers and the accrediting agencies, of the concerns that must be considered in the development, approval, and implementation of innovative and experimental programs. Chapter VI provides standards that emphasize the importance NASDTEC attaches to the key characteristics of competency based teacher education; standards are presented that apply to all competency based programs irrespective of whether they are labeled "regular" or "innovative and experimental." Appendix A outlines the NASDTEC standards revision procedure. Appendix B presents the NASDTEC position statement. (MM)

**ED 132 151**

SP 010 683

Gage, N. L.

**The Evaluation of Teaching Effectiveness and Teacher Education. IIEP Seminar Paper No. 5.**  
United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—14p.; Paper presented at the International Institute for Educational Planning Seminar on "The evaluation of the qualitative aspects of education" (October 4, 1974)

Available from—International Institute for Educational Planning, 7 - 9, rue Eugene-Delacroix, 75016 Paris, France (F3.00)

Document Not Available from EDRS.

Descriptors—Academic Achievement, Educational Research, \*Effective Teaching, \*Evaluation Criteria, \*Program Evaluation, \*Teacher Behavior, \*Teacher Characteristics, \*Teacher Education, Teaching Programs, Teaching Skills

Three topics are considered in this examination of the evaluation of teacher education and teacher effectiveness. Discussed first are the objectives of projects in the area of teaching. These objectives fall into four main categories: (1) increasing teacher effectiveness in general and unspecified ways; (2) increasing the knowledge and skills of teachers; (3) improving instructional practices of teachers; and (4) improving the effectiveness of teachers as indicated by the achievement of their pupils. Discussed next are the five components of teacher education programs: (1) the general education of teachers; (2) the teacher's education in the knowledge of the subject he is going to teach; (3) the foundations of education—social, psychological, philosophical, and historical; (4) the theory of curriculum and instruction in the teacher's field; and (5) the technical skills of teaching. Finally, the research basis for the evaluation of both teacher education and teacher effectiveness is examined, and distinctions are made between the two. In evaluating teacher education, one seeks to determine whether a kind of teacher education procedure (courses of various kinds, microteaching, student teaching, role playing, film viewing, etc.) affects the kind of teacher behaviors or characteristics identified as objectives of the teacher education program. In evaluating teacher effectiveness, one studies the relationships between the teacher's behavior and characteristics and the resulting student behaviors and characteristics. (MM)

**ED 132 152**

SP 010 684

Warner, Allen R.

**Maslow and Field Experiences in Competency-Based Teacher Education.**

Pub Date 6 Feb 75

Note—29p.; Paper presented at the Annual Conference of the Association of Teacher Educators (New Orleans, Louisiana, February 6, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Developmental Stages, \*Evaluation Needs, Feedback, Microteaching, Motivation, \*Need Gratification, Performance Based Teacher Education, Psychological Needs, Simulation, \*Student Motivation, Student Teachers, \*Student Teaching, Teacher Motivation, Teaching Experience

Identifiers—\*Maslow (Abraham)

Student teaching is examined in relation to Maslow's theory of human motivation that proposes an inherent human tendency toward self-actualization. It is pointed out that the majority of student teachers operate in fear as they enter their final phase of teacher training, and according to Maslow, they are operating at the safety level, concerned with their own survival at a time when they are asked to give to others. At least one study suggests student teaching does not have to be this way. A team of researchers identified six developmental stages during the student teaching experience that parallel the intermediate sequence of Maslow's theory (safety, love and belongingness, and esteem): (1) concerns with placements, school rules, identifying and ascertaining the expectations of supervisory personnel; (2) concerns about the student teachers' perceptions of their adequacy in the teaching role; (3) desires to determine the causes of deviant behavior on the parts of their students; (4) desires for evaluation and feedback from supervisors, parents, principals, and other teachers; (5) concern for what their pupils are learning as opposed to what they are being taught; and finally (6) concerns for their pupils and the achievement of new understandings of themselves through relationships with their pupils. Results from research suggest that most student teachers do not advance beyond the fourth developmental stage—concerns for feedback and evaluation. It is suggested that (1) microteaching and simulation prior to student teaching have potential toward gratifying a number of the safety related concerns of the student teacher; (2) that student teachers should have the opportunity to establish close personal relationships with at least one teacher educator to promote feelings of belonging; and (3) that prior experience with pupils would promote feelings of comfort when student teaching. A three-phase program of exploration, skill acquisition, and skill-testing and revision is also suggested to help gratify student teachers' needs. (MM)

**ED 132 153 SP 010 685**

Fletcher, Richard K., Jr. Dotson, James R.

**Attitudinal Changes Pre-to-Post on the Evaluation of Program Requirement Prerequisites to the Student Teaching Experience.**

Pub Date 29 Oct 76

Note—25p.; Paper presented at the Southeast Regional Meeting of the Association of Teacher Educators (Mobile, Alabama, October 29, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Changing Attitudes, \*Course Evaluation, Degree Requirements, \*Education Courses, \*Participant Satisfaction, \*Program Evaluation, Student Attitudes, Student Opinion, Student Teachers, Student Teaching, \*Teacher Education Curriculum

Identifiers—Tennessee Technological University

This study investigated student satisfaction with their teacher education courses and student teaching experiences. Subjects were student teachers at Tennessee Technological University during the fall of 1973 through winter 1976. An Opinionnaire was administered prior to and immediately following the student teaching experience which solicited responses to three major types of questions: (1) To what extent were specific course offerings seen as valuable to teaching? (2) To what extent was the instruction in those courses effective? and (3) To what extent did the student feel he possessed specific understandings and skills identified as objectives of those courses? Analysis of the data revealed that student teachers' perceptions of their teacher education courses and experiences significantly changed after the student teaching experience. A pattern in the responses emerged that demonstrated that the student teachers tended to rate the items relating to the instruction and value of

their courses lower after the student teaching experience and that they rated perceptions relating to their understanding of their professional areas and skills considerably higher after the student teaching experience. (MM)

**ED 132 154 SP 010 686**

Brooks, Douglas M. Wilson, Barry

**A Contextual Approach to Investigating Verbal and Nonverbal Behaviors.**

Pub Date 75

Note—9p.; Paper presented at the Annual Meeting of the American Psychological Association, (Chicago, Illinois, August 30-September 3, 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Classroom Observation Techniques, Classroom Research, \*Distance, \*Nonverbal Communication, Observation, \*Teacher Behavior, \*Verbal Communication

Identifiers—Observation Schedule and Record 5V, \*Proxemics

This investigation utilized a recent concept developed by researchers and theoreticians studying nonverbal behavior—the contextual framework. Instruments of demonstrated reliability were employed to record simultaneous verbal and nonverbal data within the selected contextual framework of student-initiated questions. Data was collected at the University of Northern Iowa, Malcolm Price Laboratory School. The study sample included 15 teachers from grades one through twelve and 60 pupils. Pupils were placed in categories by their teachers: (1) accepting, (2) concerned, (3) indifferent, and (4) rejecting. Objectives of the investigation included: (1) to investigate physical proximity as a quantifiable dimension of nonverbal behavior; (2) to continue the exploration of the situational frame contextual approach to the study of nonverbal behavior; (3) to attempt to simultaneously record verbal and nonverbal behaviors using trained observers; (4) to validate the pupil categories that are currently being employed in investigations of teacher behavior; and (5) to examine the relationships between observed verbal and nonverbal teacher behaviors and the pupil category system developed by Silberman (1969) and used by Willis and Brophy (1974). Significant aspects of the study are that: (1) it presented an expanded view of observable teacher behavior; (2) it quantified the verbal and nonverbal behavior of teachers within the context of student-initiated questions; and (3) it appeared to validate, with additional data, the pupil category system. Six tables illustrate the data. (MM)

**ED 132 155 SP 010 687**

Kim, Hogwon

**Experimentation in Education, Mastery Learning in Korea.**

United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date 75

Note—15p.; Paper presented at the International Institute for Educational Planning Seminar on "The evaluation of the qualitative aspects of education" (September 30-October 4, 1974)

Available from—International Institute for Educational Planning, 7-9 Rue Eugene-Delacroix, 75016 Paris, France (F4.00)

**Document Not Available from EDRS.**

Descriptors—Diffusion, Educational Development, \*Educational Innovation, \*Evaluation Methods, Foreign Countries, Heterogeneous Grouping, \*Individualized Instruction, \*Junior High Schools, \*Large Group Instruction, \*Mastery Learning, Objective Tests

Identifiers—\*Korea

Large classroom population in Korean schools has necessitated the development of an educational model which (1) is effective with a large heterogeneous group of students; (2) does not require an overload on classroom teachers; (3) does not presuppose massive teacher retraining; and (4) is adaptable to a wide range of existing school situations. An instructional model, the Mastery Learning Project, was devised with the following components: (1) diagnosis of learning deficiencies; (2) compensatory programs; (3) presentation of learning objectives; (4) teacher instruction with emphasis on charts and audiovisual materials; (5) formative tests; (6) remedial programs for those failing in mastery; (7) enrichment programs for those attaining mastery; (8) cooperative learning activities; and (9)

summative tests. Two studies involving respectively 272 seventh-grade students (half control, half experimental) showed a high rate of success for the experimental groups. Evaluation techniques were employed at a number of points in the educational process: a diagnostic test at the beginning of the unit, formative tests at the midpoint, summative tests upon unit completion, and tests for "serendipity effects" (such as problem solving ability, creativity, critical thinking, and other outcomes not specified as learning objectives). The project has now been extended to 630 schools at the seventh-eighth-and ninth-grade levels. (An evaluation of the project by the Director, Department of Planning and Financing of Education, UNESCO, is appended.) (MB)

**ED 132 156 SP 010 688**

Saif, Philip S.

**Teacher Evaluation: II.**

Connecticut Association of Boards of Education, Hartford.

Pub Date Dec 76

Note—4p.; For related document, see ED 126 090

Journal Cit—CABE Journal; p7-9, Dec 76

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Class Management, \*Educational Development, \*Effective Teaching, Parent Teacher Cooperation, Self Evaluation, \*Teacher Evaluation, \*Teacher Improvement, \*Teacher Role

This article on teacher evaluation stresses the importance of clearly outlining a job description for teachers, delineating tasks that all teachers should perform and describing abilities that teachers should demonstrate. Six major categories of competency are covered: (1) planning and preparation (identifying objectives and selecting and implementing teaching tools); (2) organization of students and classroom management; (3) instruction and interaction (choosing activities and methods which best meet predetermined objectives and encouraging pupils in both affective and cognitive domains); (4) assessment of student accomplishment of objectives and encouraging student self-evaluation; (5) continuing examination of the teacher's own competency and professional development; and (6) maintaining sound relationships among staff and parents for the benefit of students. The role of a teacher and the job description can help define those tasks which all teachers should be expected to perform. Within this framework, specific objectives can be written jointly by the teacher and the evaluator, as part of the evaluation process. (JD)

**ED 132 157 SP 010 689**

Hawes, H. W. R.

**Locally Based Educational Research and Curriculum Development in Developing Countries - the Teacher's Role.** IIEP Occasional Papers No. 40. United Nations Educational, Scientific, and Cultural Organization, Paris (France). International Inst. for Educational Planning.

Pub Date Jan 76

Note—33p.

Available from—International Institute for Educational Planning, 7-9, Rue Eugene-Delacroix, 75016 Paris, France (F4.00)

**Document Not Available from EDRS.**

Descriptors—Administrative Policy, Changing Attitudes, Curriculum Development, Data Collection, \*Developing Nations, \*Educational Needs, \*Educational Research, Facility Inventory, Incentive Systems, Policy Formation, \*Teacher Developed Materials, Teacher Motivation, Teacher Role

This report examines the ability of teachers in developing countries to study their educational systems and to develop curriculum materials appropriate to local schools and local conditions, in the face of attitudes and policies frequently inimical to innovative effort. Part one examines the need for involving teachers in research and survey work, the types of investigation they may profitably undertake and the support they require to do so. Need exists on both the personal level (the teacher as participant in planning and improvement) and higher organizational levels (researchers are unable to collect the volume of information that is lacking at all levels). Possible investigations fall into three areas: (1) collection of data relevant to planners (e.g., enrollments, programs of study); (2) inventories of learning resources (written resource materials, physical, cultural and material resources); and (3) studies

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of the learners (e.g., cognitive development, socio-cultural studies, health). Support should include human support—an evidencing of interest in the teachers' projects, and aid for their development. Part two examines the local production of curriculum materials, including (1) booklists and bibliographies, (2) sources and resources for the teacher, (3) guides and notes for the teacher, (4) materials for pupils, (5) audiovisual aids, and (6) teaching equipment. The final section of the report, examining policy implications, suggests that reconsideration of policy may be necessary on (1) investment in professional stimulation, (2) local autonomy, and (3) reward systems. (MB)

### TM

**ED 132 158** TM 005 512  
*Gelula, Mark H.*

**Assessment of an Organization Development Intervention in a Parochial High School.**

Pub Date [Apr 76]

Note—64p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—Action Research, Comparative Analysis, \*Intervention, \*Organizational Development, \*Organizational Effectiveness, \*Parochial Schools, \*Senior High Schools

This paper reports some findings observed in the course of an on-going study of some effects of an Organization Development (OD) intervention in a secondary level parochial school. Two types of data are reported. First, data commonly found in literature concerning OD in schools, those in the social psychological dimension. These included some general climate descriptors, and a satisfaction criterion, as well as data regarding levels of interpersonal communication, supportive behaviors (interpersonal and intergroup), intragroup emphasis, decision-making skill perceptions, and perceptions of skill ability in problem-solving at both faculty-wide and departmental levels. Secondly, the study describes data reflecting levels of teacher stability (or turnover), teacher absenteeism, pupil stability, pupil absenteeism, pupil application rates (i.e. application for admission), and relevant anecdotes regarding self-appraisal performed by the school's staff, and anecdotes describing the way in which the staff perceived itself during a "lay-teacher" strike. (Author/RC)

**ED 132 159** TM 005 724  
*Floden, Robert E. Weiner, Stephen S.*

**Rationality to Ritual: The Multiple Roles of Evaluation in Governmental Processes.**

Stanford Univ., Calif. Stanford Evaluation Consortium.

Pub Date Jun 76

Note—22p.

Available from—Stanford Evaluation Consortium, School of Education, Stanford University, Stanford, California 94035 (\$1.00)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Decision Making, \*Evaluation, \*Federal Programs, Government Role, Models, \*Program Evaluation, \*Social Sciences

There is a growing disillusion with social science evaluation and the role it has played in the conduct of massive social programs. In retrospect, it appears that the social science evaluations of the past decade were undertaken with impossibly high ambitions and relied upon restrictive assumptions concerning the functions that evaluation serves in governmental processes. The dominant model has taken evaluation to be an activity which functions to alter and enlighten the pursuit of programmatic goals. Such a view is too narrow and may actually be misleading. Other functions of evaluation can be identified, including conflict resolution and complacency reduction. Recognition of these functions leads to a desire for differently structured evaluations; but such evaluations can not be conducted without changes in the pattern of evaluation funding and in the composition of the evaluation community. This recognition also suggests that the evaluator may have more options than he or she realized. (Author/RC)

**ED 132 160** TM 005 849  
*Pecorella, Patricia A. Bowers, David G.*

**Future Performance Trend Indicators: A Current Value Approach to Human Resources Accounting. Report I. Internal Consistencies and Relationships to Performance By Site. Final Report.**

Michigan Univ., Ann Arbor. Inst. for Social Research.

Spons Agency—Office of Naval Research, Arlington, Va. Personnel and Training Research Programs Office.

Pub Date Sep 76

Contract—N00014-76-C-0362  
 Note—302p.; Appendices may reproduce poorly

EDRS Price MF-\$0.83 HC-\$16.73 Plus Postage.

Descriptors—\*Accounting, Cost Effectiveness, Efficiency, \*Human Resources, Management, \*Measurement, Organizational Development, \*Organizational Effectiveness, Organizational Theories, Performance, \*Performance Criteria, Performance Factors, \*Productivity, Reliability, Statistical Analysis, Surveys

Analyses preparatory to construction of a suitable file for generating a system of future performance trend indicators are described. Such a system falls into the category of a current value approach to human resources accounting. It requires that there be a substantial body of data which: (1) uses the work group or unit, not the individual, as the analysis unit; (2) contains standard measures of the human organization and dollar-convertible performance measures, both with high internal consistency; and (3) displays a high frequency of statistically significant relationships of human organization-to-performance measures. This report presents analyses whose function is to construct a data file with these characteristics. Internal consistency reliabilities of both human organization (survey) data and performance (total variable expenses and absenteeism rate) are shown to be high, and a pattern of human organization-to-performance coefficients results which is eminently usable. It constructs a base from which to take the next steps: multiple regression, time lag and magnitude estimation, and value attribution. (Author/MV)

**ED 132 161** TM 005 850  
*Egelund, Byron And Others*

**Visual Information Processing: Evaluation of a Training Program for Children with Learning Disabilities.**

Minnesota Univ., Minneapolis. Research, Development, and Demonstration Center in Education of Handicapped Children.

Spons Agency—Bureau of Education for the Handicapped (DHEW/OE), Washington, D.C. Div. of Research.

Pub Date 76

Note—26p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—Academic Achievement, \*Academically Handicapped, Achievement Tests, \*Cognitive Processes, Cognitive Style, Educational Programs, Elementary School Students, \*Individual Differences, Learning Disabilities, Perceptual Development, \*Primary Education, Program Effectiveness, \*Program Evaluation, Reading Tests, Standardized Tests, Statistical Analysis, Visual Discrimination, Visual Learning, \*Visual Literacy, Visual Measures, Visual Perception

Identifiers—\*Visual Information Processing

Thirty-five second-grade learning disabled children participated in a visual information processing training program designed to teach analysis of visual material into component parts, systematic scanning of visual arrays, pick-up, description, and memory storage of distinctive information, and efficient solution of visual match-to-sample problems. After eight weeks in this experimental program, the treatment group was superior to contrast and control groups on a battery of visual information processing tasks, the Embedded Figures Test, the Matching Familiar Figures Test, and two reading achievement measures. Results from a delayed posttest indicated that the gains were maintained throughout two months of summer vacation. (Author)

**ED 132 162** TM 005 851  
*Kane, Michael T. Moloney, James M.*

**Item Reliabilities for a Family of Answer Until-Correct (AUC) Scoring Rules.**

Pub Date [Apr 76]

Note—25p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (San Francisco, California, April 1976); Not available in hard copy due to marginal legibility of original document

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Guessing (Tests), \*Item Analysis, Mathematical Models, \*Multiple Choice Tests, Probability, Raw Scores, Reliability, Response Mode, \*Response Style (Tests), \*Scoring Formulas, \*Test Reliability, True Scores

Identifiers—\*Answer Until Correct Procedure

The Answer Until-Correct (AUC) procedure has been proposed in order to increase the reliability of multiple-choice items. A model for examinees' behavior when they must respond to each item until they answer it correctly is presented. An expression for the reliability of AUC items, as a function of the characteristics of the item and the scoring rules for the item, is then derived from the model. The results indicate that the optimal scoring rule for an item depends strongly on the item's structure, and suggest general criteria for item selection when various scoring rules are used with the AUC procedure. (Author/MV)

**ED 132 163** TM 005 852  
*Goodwin, Coleen*

**Phoenix Union High School System Freshmen and Juniors Look at High School, November 1974/April 1975.**

Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Pub Date 75

Note—129p.

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—Cocurricular Activities, Comparative Analysis, Course Content, Educational Innovation, Grade 9, Grade 11, \*High School Students, \*Participant Satisfaction, Peer Relationship, \*School Attitudes, School Environment, \*School Surveys, \*Secondary Education, Self Esteem, \*Student Attitudes, Student Characteristics, Student Participation, Student Teacher Relationship, Teaching Methods

Identifiers—Arizona (Phoenix), Phoenix Union High School System

The Upperclassmen Look at High School Survey was administered in April 1975 to randomly selected junior classes, along with the Vocabulary section of the Iowa Test of Educational Development. This survey was administered, along with the freshman survey in October, as a check on student attitude toward the following: new educational concepts, activity participation, high school facilities, peers, school, and teachers. Approximately 20 percent of the system's 5800 juniors were sampled. The junior results are compared with the freshman survey results throughout this report and include: (1) description of those surveyed, (2) comparative responses to new educational concepts, (3) comparative participation in activities, (4) comparative Likert Scale responses to statements regarding self, peers, school, teachers, and teaching methods, (5) comparative profiles, and (6) copy of upperclassmen instrument and item analysis. Also included in this report is a junior stability picture. (Author/MV)

**ED 132 164** TM 005 855  
*Rapp, Mitchel*

**Sex Differences in Variability on the Wechsler Intelligence Scale for Children.**

Note—9p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Analysis of Variance, Caucasian Students, Elementary School Students, Intelligence Quotient, \*Intelligence Tests, Negro Students, \*Sex Differences

Identifiers—\*Wechsler Intelligence Scale for Children

Both sides of a long standing and apparently still heated argument are reviewed and presented. Are males more variable in intelligence than females? In an attempt to answer the question the author employed data from a longitudinal growth study. Results indicated that sex differences in variability on individual subtests of the Wechsler Intelligence Scale for Children (WISC), Verbal

IQ, Performance IQ and Total IQ were neither significant nor even consistent for both black and white subjects over the five year period in which they were tested. Males and females had proportionally equal numbers scoring highest on individual subtests. However, in spite of a smaller sample size, males most often achieved the lowest subtest scores. Reviewing past research and his own work, the author hypothesized that the intelligence of males is not normally distributed, but slightly skewed towards the lower levels. (Author/RC)

**ED 132 165** TM 005 856  
*Estes, Gary D.*

**Mathematics Accountability Model Final Evaluation Report.**

Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Pub Date Jun 76

Note—15p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Basic Skills, \*Curriculum Development, \*Curriculum Evaluation, Educational Accountability, Elementary Secondary Education, Evaluation Methods, Federal Programs, \*Individualized Instruction, Instructional Materials, \*Mathematics Curriculum, Models, Program Effectiveness, Student Attitudes, Student Evaluation

Identifiers—Arizona (Phoenix), Mathematics Accountability Model, Phoenix Union High School District

The Mathematics Accountability Model (MAM) Project has succeeded in the development, implementation, evaluation, and dissemination of a completely individualized learning program for basic and higher order math skills. Student interest and achievement in the MAM Project are well documented exemplars of its success. It is recommended that the Phoenix Union High School System and the Arizona State Department of Education continue to support the expansion of the MAM to other schools and districts. The MAM can be recommended as an effective individualized learning program that provides for a continuous uniform evaluation system in basic and higher order mathematics skills. (RC)

**ED 132 166** TM 005 864  
*Barber, Larry W.*

**Release of Research Information--A Tale of Two Cities.**

Pub Date [Apr 76]

Note—9p.; Paper presented at the Annual Meeting of the American Educational Research Association (60th, San Francisco, California, April 19-23, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Confidentiality, \*Educational Research, Elementary Secondary Education, \*Federal Legislation, \*School Districts, \*Student Records

A federal district judge, two lawyers employed by a school district, nine research, evaluation, and development directors, and five pupil personnel directors employed by school districts in seven states were interviewed to study the effects that recently enacted federal privacy acts will have on school districts. With few very clear exceptions it was felt that the federal legislation in this area has been beneficial. If a researcher wishes to conduct research in a school district and must have student records as a part of that research, the district must deny that request unless it feels that the results would be beneficial to students and/or the district. Now, researchers must explain, clarify, and obtain permission from the parents of children with a written release before they can conduct studies, once those studies are approved by the school district. The new laws are not seen as posing any problems for public school based research, evaluation, and development staff; they do prohibit research that is merely interesting and of no benefit to anyone, save the researcher. (RC)

**ED 132 167** TM 005 877  
*Gelina, Robert J. Keller, Denise Helene*

**An Assessment of the Roles, Functions, and Needs for Personnel Development Coordination Within Area Schools and Area Education Agencies. Final Report.**

Iowa State Univ. of Science and Technology, Ames. Dept. of Industrial Education.

Spons Agency—Iowa State Dept. of Public Instruction, Des Moines. Div. of Career Education.

Pub Date 30 Jun 76

Note—65p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—Agency Role, \*Career Education, Chief Administrators, \*Delivery Systems, Educational Coordination, Elementary School Teachers, Elementary Secondary Education, Models, \*Needs Assessment, \*Professional Continuing Education, Program Evaluation, \*School Personnel, Secondary School Teachers, \*State Programs, Teacher Certification

Identifiers—\*Iowa

The functions of and needs for personnel development coordinators in the Area Education Agencies and Area Schools within the State of Iowa were assessed by this study. The following objectives were delineated for this project: (1) to determine the roles and functions of a Personnel Development Coordination system; (2) to determine the competencies necessary to fulfill the Personnel Development Coordination role; (3) to ascertain the need for Personnel Development Coordination within the Area Schools and Area Education Agencies; and (4) to identify potential delivery systems for Personnel Development Coordination within the State of Iowa. A coordinated system for personnel development in the Area Schools and Area Education Agencies was devised. This model was presented to a random selection of eight schools and four agencies. After thorough discussion, participants (consisting of administrators, instructors and supportive staff) assessed their respective institution's personnel development through the use of an evaluative instrument. Discussions again ensued detailing potential delivery systems within Area Schools and Area Education Agencies. It was concluded that personnel development is needed, to some extent, by both institutions, more so by the Area Schools. Optimal personnel development programs would involve individual coordinators for each school and agency, but working cooperatively throughout the state. (MV)

**ED 132 168** 88 TM 005 878  
*Haggert, William F.*

**Consumer Education. Fourth-Year Final Report. Report No. 7716.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Supplementary Centers and Services.

Report No.—PSD-7716

Note—57p.; For a related document, see ED 113

396

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Consumer Education, Criterion Referenced Tests, \*Educational Objectives, Elementary Secondary Education, Inservice Teacher Education, Instructional Materials, \*Integrated Curriculum, Parent Participation, \*Program Evaluation, Resource Centers, Surveys, Teacher Attitudes, Teacher Workshops

Identifiers—Elementary Secondary Education Act Title III, ESEA Title III, Pennsylvania (Philadelphia), \*Philadelphia School District

The Philadelphia School District's Consumer Education project aims to teach consumers to spend their money more wisely. Services offered by the Consumer Affairs Education Services staff included workshops for teachers and parents, support for individual teacher and faculties through liaison staff members, materials from and the use of the resource center, newsletters, teacher guides, and a parent education component. Of the seven measured objectives, six were completely attained and one was partially attained. Requests for materials were responded to, teachers were actively encouraged to integrate consumer education into their regular curricula, and field testing of the competency guide continued. New curricular materials were evaluated, and a series of criterion referenced tests are being developed. The parent education program is fully operational; parents, business and governmental agencies have participated in project activities. (Author/MV)

**ED 132 169** TM 005 879  
*Chern, Hermine J. And Others*

**Evaluation of Career Education Projects, 1975-1976. Report No. 7715.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Report No—PSD-7715

Pub Date Sep 76

Note—153p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

Descriptors—Adult Education, Adult Vocational Education, Bilingual Education, \*Career Education, Career Planning, Computer Oriented Programs, Consumer Education, Counselor Training, Distributive Education, Educable Mentally Handicapped, Elementary Secondary Education, Evaluation Methods, Guidance Programs, Home Economics Education, Homemaking Education, Individualized Instruction, Instructional Materials, Job Placement, Medicine, Mobile Educational Services, Parochial Schools, Pregnant Students, Program Development, Program Effectiveness, \*Program Evaluation, Public Schools, Resource Centers, School Districts, Special Education, Vocational Education

Identifiers—Pennsylvania (Philadelphia), \*Philadelphia School District

The evaluations of 26 career education programs which operated in the Philadelphia, Pennsylvania school district from July 1, 1975 to June 30, 1976 are contained in this report. Generally the projects achieved their objectives, with only a few exceptions. Indications are that the career development programs currently in progress in Philadelphia are well adapted to the environment in which they are expected to function, and have been developed in accordance with the actual needs of the students they are intended to serve. Of the 26 projects evaluated, eleven of these were primarily concerned with classroom or shop instruction, six with curriculum development, and five with guidance activities. The other four projects involved staff development, job placement, and the development and refinement of a computer management system for the skills centers. Information is presented for each program separately and includes budget, project description, project history, objectives, project implementation, and project outcomes: evaluation questions, discussion, and conclusions and recommendations. (RC)

**ED 132 170** TM 005 880  
*Toll, Sherran*

**Evaluation of Prekindergarten Head Start. Year End Report, 1975-1976. Report No. 7700.**

Philadelphia School District, Pa. Office of Research and Evaluation.

Spons Agency—Philadelphia Anti-Poverty Action Commission, Pa.

Pub Date Jul 76

Note—111p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

Descriptors—\*Child Development, Classroom Arrangement, Classroom Environment, Classroom Observation Techniques, \*Compensatory Education Programs, \*Early Childhood Education, Handicapped Children, Individualized Instruction, Inservice Teacher Education, Instructional Materials, Low Income Groups, \*Models, Parent Education, Parent Participation, Parochial Schools, Preschool Children, Preschool Education, Program Development, \*Program Evaluation, Public Schools, Screening Tests, Student Grouping, Student Records

Identifiers—Denver Developmental Screening Test, Pennsylvania (Philadelphia), Philadelphia School District, \*Project Head Start

The Philadelphia Prekindergarten Head Start program is a child development program for three and four-year-old children from low income families which stresses an interacting and multidisciplinary attempt to improve the child's physical and emotional health, his family relationships, and his abilities to function better as a person. The program was designed from the beginning to implement five different early childhood educational models (Bank Street, Behavior Analysis, Montessori, Open Classroom, and Responsive Learning). The 1975-1976 evaluation activities for Philadelphia's Prekindergarten Head Start program continued to focus on the major goals for children. There was found to be some range in practices among centers in terms of (1) extent of model implementation, (2) classroom differences within a model, (3) number of parent volunteers, (4) grouping practices, and (5) provisioning. Observation data yielding the above information are summarized according to model

and across the total program. The Denver Developmental Screening Test (D.D.S.T.) was administered during October and April to 82% and 84% of the population respectively. In April only 1.8% of the population was identified as having a developmental delay as defined by the D.D.S.T., a decrease of about 40% from the Fall administration. While Prekindergarten Head Start children are from families of low socio-economic status, the April D.D.S.T. results confirmed, as was the case in 1974-1975, that the population screened had improved after a year of program participation so that there were far fewer children "at risk" than were found in the norming population. (Author/MV)

**ED 132 171** TM 005 881

*Simon, Sidney B., Ed.* *Bellanca, James A., Ed.*  
*Degrading the Grading Myths: A Primer of Alternatives to Grades and Marks.*  
Association for Supervision and Curriculum Development, Washington, D.C.  
Pub Date 76  
Note—159p.

Available from—Association for Supervision and Curriculum Development, Suite 1100, 1701 K St., N.W., Washington, D.C. 20006 (Stock No. 611-76082, \$6.00, discounts available on quantity orders)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors—**Academic Failure, Admission Criteria, Change Strategies, Cheating, Computer Oriented Programs, Credit No Credit Grading, Discipline, \*Educational Alternatives, Educational Research, Elementary Secondary Education, Evaluation Criteria, \*Evaluation Methods, Grades (Scholastic), \*Grading, Higher Education, Norms, Pass Fail Grading, Predictive Measurement, Report Cards, Self Concept, \*Student Evaluation, Student Records  
**Identifiers—**Contract Grading

This volume is introduced by Sid Simon's discussion of the "Wad-Ja-Get?" syndrome—society's obsession with grades—and where it has led. Simon also explains each author's strong identification with the grading issue, and presents seven major questions that the authors, in the book, attempt to answer. His overview provides a perspective for considering all the material to follow. Part I presents the problem, beginning with Art Combs' stage-setting comments about the nature of learning and his discussion of four criteria for determining procedures in grading. Later in this section, Sid Simon looks at the many ingenious methods of cheating that students use in grade-getting. Part II provides a quick review of what research has to say on the subject of grading and offers references. The pros and cons of several alternative grading/evaluating schemes are also reviewed. Although most of the research presented confirms the fact that grading is, indeed, a problem, much attention is given to the typical humanistic concerns. Five successful alternative (non-common) grading procedures are presented in Part III. These case studies range from a personal report about procedures in a college classroom, to notes on a computerized grading system, to a faculty-developed evaluation plan for an entire school district. (Author/MV)

**ED 132 172** TM 005 882

**Early Identification of Learning Disabilities and Suggestions to Assist Classroom Teachers in Program Design. (Implementation of Maryland State Law, House Bill 234). Grades: Kindergarten, 1, 2, and 3. Handbook.**  
Montgomery County Public Schools, Rockville, Md.

Pub Date 76

Note—72p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
**Descriptors—**Academic Achievement, Cognitive Development, Diagnostic Tests, Educational Legislation, \*Identification, Language Development, \*Learning Disabilities, Motivation, Non English Speaking, Parent Participation, Perceptual Development, \*Primary Education, \*Program Design, Program Planning, Psychomotor Skills, Rating Scales, Screening Tests, Student Evaluation, \*Teaching Techniques, Test Interpretation  
**Identifiers—**Maryland (Montgomery County), \*Maryland Systematic Teacher Observation Instrument, Montgomery County Maryland Public Schools

This handbook establishes the Montgomery County Public Schools procedure for implementing the Maryland state law on early identification, Section 98C, added to Article 77 of the Annotated Code of Maryland by House Bill 234. This law mandates that each student entering the first year in any primary grade in any public school must be evaluated for the purpose of identifying learning disabilities. Further, it is stated that the schools are to develop programs specifically adapted to meet the needs of the children after they have been assessed. A basic plan for implementing this mandate includes conducting early screening of all students, administering continuous assessment of students, and developing instructional strategies based on the screening and/or assessment findings. Information relating to the different aspects of this implementation process is provided in the various sections of this handbook. As a child enters a primary grade, the teacher uses a variety of sources to learn about the child's developmental level in order to plan appropriate programs. Classroom teacher observation is one of the best sources of information about children's levels of achievement. Utilizing this knowledge, the Maryland Systematic Teacher Observation Instrument was designed. It summarizes each child's performance and can be completed by the teacher as daily classroom routines are in progress. A copy of this instrument is included. (MV)

**ED 132 173** TM 005 883

*Meyers, Edna O.*  
**The Revised WISC: Does It Serve Inner City Children?**

Pub Date [Mar 76]  
Note—21p.; Speech given before the Annual Convention of the American Orthopsychiatric Association (53rd, Atlanta, Georgia, March 4-5, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Comparative Analysis, Culturally Disadvantaged, \*Disadvantaged Youth, \*Educable Mentally Handicapped, Elementary Education, \*Intelligence Tests, Minority Group Children, Standardized Tests, Statistical Analysis, \*Test Bias  
**Identifiers—**\*Wechsler Intelligence Scale for Children, \*Wechsler Intelligence Scale for Children Revised

In order to initiate appropriate programs for screening, early intervention, and meaningful psycho-educational programs, a children's community mental health center in Harlem, where over 95 percent of its clientele is black and/or Spanish speaking, requires, for all its referrals, an accurate assessment of intellectual strengths via an IQ battery. This investigation compared scores achieved by approximately 150 youngsters residing in East and Central Harlem on the Revised version of the Wechsler Intelligence Scale for Children (WISC) with scores achieved by a comparable population on the 1949 version of the WISC. Contrary to expectations, the revised version (supposedly standardized, unlike its predecessor, to reflect the 1970 census for the critical variables of race, occupational head of household, geographic region and the urban/rural distribution) produced significantly lower scaled scores on several subtests which, in turn, significantly lowered full scale IQ scores. This fact seemingly penalized the very population which, it was indicated, was most likely to gain. Appropriate statistical measures were applied to determine the true significance of these results, taking into account sex and age of subjects. Implications for continued use of this new instrument were discussed and conclusions drawn. (Author/MV)

**ED 132 174** TM 005 884

*Goodwin, Judith*  
**A Summary of Six Major Evaluation Reports on Follow Through in Philadelphia, 1974-1975. Report No. 7713.**

Philadelphia School District, Pa. Office of Research and Evaluation.  
Report No.—PSD-7713

Pub Date Aug 76

Note—25p.; For related documents, see ED 118 629, ED 104 550, and ED 084 276

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Academic Achievement, Achievement Gains, Ancillary Services, Attendance, Comparative Analysis, \*Compensatory Education Programs, Disadvantaged Youth, \*Early

Childhood Education, Mathematics, Models, Parent Participation, Primary Education, Program Attitudes, \*Program Evaluation, Reading, Summative Evaluation

**Identifiers—**Pennsylvania (Philadelphia), Philadelphia School District, \*Project Follow Through

This report is a non-technical summary of six major evaluation reports on the Follow Through Program in Philadelphia, 1974-75. Cross-sectional analyses of February, 1975 achievement data indicate that Total Follow Through exceeds Total Non-Follow Through performance in all test areas in kindergarten through second grade, but not in third grade. Behavior Analysis and Parent Implemented Models generally exceed their district non-Follow Through groupings at all grade levels, and rank first and second respectively, with the Bank Street Model in third place. Quasi-longitudinal analyses reveal that Head Start or equivalent experience, length of program exposure, and low absence rates are consistently associated with higher performance in reading and mathematics at all grade levels, K-6. Apparently there was sufficient program continuity to produce its intended longitudinal effect as 59% of the teachers and 64% of the pupils remained in the program over the four year span. In the program as a whole, 54% of all children had absence rates of 15 days or less. And, Head Start or equivalent experience is consistently associated with higher attendance. Supportive services information indicates that 51% of those referred were treated for medical problems and dental treatment was provided for 85% of the referrals. Pre-program questionnaires completed by principals, teachers and aides indicate that the majority of principals and teachers had positive attitudes towards the prospective program. (MV)

**ED 132 175** TM 005 885

*Denson, Teri A.*  
**Three Tests of Cognitive Style: Item Analyses and Characteristics.**

Pub Date [76]  
Note—34p.; Paper presented at the Annual Conference of the New England Educational Research Organization (7th, Spring 1976)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors—**\*Cognitive Style, Comparative Analysis, Correlation, Grade 7, \*Item Analysis, \*Locus of Control, \*Psychometrics, Scores, \*Test Reliability

**Identifiers—**Group Embedded Figures Test, Nowicki Strickland Locus of Control Scale Children, Sutton Smith Rosenberg Impulsivity Scale

Cognitive style research is hindered by a variety of poorly described measures and style classifications and the use of small samples. This study describes and compares three measures of three postulated dimensions of cognitive style: impulsivity/reflectivity; internal/external locus of control; and field dependence/field independence to determine (1) the shape and characteristics of the score distributions yielded by each measure, (2) the reliability of each measure, and (3) the psychometric characteristics of each test item using a 274-subject-sample of seventh grade students. Results are discussed with respect to each measure and conclusions are offered concerning the utility of each instrument in cognitive style research. (Author/MV)

**ED 132 176** 95 TM 005 891

**Impact of Educational Innovation on Student Performance: Project Methods and Findings for Three Cohorts: Project LONGSTEP Final Report: Volume I. Executive Summary.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-21400-4/76-FR-1ES

Pub Date Apr 76

Contract—OEC-0-70-4789

Note—24p.; For related documents, see TM 005 892-896 and TM 005 920-922

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**Academic Achievement, Achievement Gains, Educational Experience, \*Educational Innovation, Elementary School Students, Elementary Secondary Education, Language Arts, \*Longitudinal Studies, Mathematics, Reading Achievement, Socioeconomic Status, Student Attitudes, Student Characteristics, Teacher Characteristics

**Identifiers—Longitudinal Study of Educational Practices, "Project LONGSTEP"**  
 The general emphasis of Project LONGSTEP (the Longitudinal Study of Educational Practices) was on the identification of changes in student achievement that occur as a result of intensive educational innovation. Methods used to identify and document innovations and to assess student achievement are highlighted and include selection of schools and students, sample description, and data collection instruments and schedule. The present report did not attempt an exhaustive analysis of all the data collected during the three implementation years of the study. Rather, the analysis focused on the extent to which intensive innovation was associated with substantial differences in student outcomes. The Project LONGSTEP findings should not be viewed as a sweeping criticism of the concepts of innovation or individualization. However, they should serve as a reminder to educators—as well as to parents and legislators—that educational innovation per se will not necessarily produce dramatic effects on student achievement. Educational quality is not synonymous with innovation or individualization. Individualization of instruction may represent a valuable approach for the improvement of American education, but the findings here suggest that individualization as a program strategy should not be viewed as the final or complete answer. "Data Collection Instruments and Guidelines" developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 177 95 TM 005 892**  
*Coles, Gary J. And Others*  
**Impact of Educational Innovation on Student Performance: Project Methods and Findings for Three Cohorts. Project LONGSTEP Final Report: Volume I.**  
 American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—AIR-21400-4/76-FR-I  
 Pub Date Apr 76  
 Contract—OEC-0-70-4789  
 Note—47p.; For related documents, see TM 005 891-896 and TM 005 920-922

**EDRS Price MF-\$0.83 HC-\$20.75 Plus Postage.**  
**Descriptors—**\*Academic Achievement, Achievement Gains, Achievement Tests, Classroom Observation Techniques, Educational Experience, \*Educational Innovation, Elementary School Students, Elementary Secondary Education, Language Arts, \*Longitudinal Studies, Mathematics, Questionnaires, Reading Achievement, \*Research Methodology, Socioeconomic Status, Standardized Tests, Statistical Analysis, Student Attitudes, Student Characteristics, Teacher Characteristics  
**Identifiers—Longitudinal Study of Educational Practices, "Project LONGSTEP"**

The general emphasis of Project LONGSTEP was on the identification of changes in student achievement that occur as a result of intensive educational innovation. This report focuses on three groups of students: those who started out as first-graders, fourth-graders, and sixth-graders in 1970-71. Its primary purpose was to analyze overall differences in achievement growth among educational approaches; an educational growth model in which achievement was related to innovative emphasis, number of minutes of instruction per day, pretest, socioeconomic status, and teaching qualifications; a posttest achievement score statistically adjusted for pretest and socioeconomic differences; groups of students with similar educational experiences who, on the average, performed either much better or much worse than was expected from their pretest and socioeconomic status; and students who demonstrated particularly large achievement gains during two consecutive school years. Even though overall project findings showed that dramatic school effects were not associated with intensity of educational innovation, different educational approaches did produce meaningful and important differences in achievement, especially in the early elementary grades. Unquestionably large gains in reading, language, and arithmetic skills, over and above those expected on the basis of pretest and socioeconomic status, were found to occur in some of the participating schools. "Data Collection Instruments and Guidelines"

developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 178 95 TM 005 893**  
**Impact of Educational Innovation on Student Performance: Project Methods and Findings for Three Cohorts. Project LONGSTEP Final Report: Volume I. Appendices.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—AIR-21400-4/76-FR  
 Pub Date Apr 76  
 Contract—OEC-0-70-4789  
 Note—47p.; For related documents, see TM 005 891-896 and TM 005 920-922  
**EDRS Price MF-\$0.83 HC-\$26.11 Plus Postage.**  
**Descriptors—**\*Academic Achievement, Achievement Gains, Achievement Tests, Classroom Observation Techniques, Educational Experience, \*Educational Innovation, Elementary School Students, Elementary Secondary Education, Language Arts, \*Longitudinal Studies, Mathematics, Program Effectiveness, Questionnaires, Reading Achievement, Research Methodology, Socioeconomic Status, Standardized Tests, Statistical Analysis, Student Attitudes, Student Characteristics, Teacher Characteristics  
**Identifiers—Longitudinal Study of Educational Practices, "Project LONGSTEP"**

Contained here are the technical appendices to the report on Project LONGSTEP's methodology and findings. The general emphasis of Project LONGSTEP was on the identification of changes in student achievement that occur as a result of intensive educational innovation. Its primary purpose was to analyze overall differences in achievement growth among educational approaches; an educational growth model in which achievement was related to innovative emphasis, number of minutes of instruction per day, pretest, socioeconomic status, and teaching qualifications; a posttest achievement score statistically adjusted for pretest and socioeconomic differences; groups of students with similar educational experiences who, on the average, performed either much better or much worse than was expected from their pretest and socioeconomic status; and students who demonstrated particularly large achievement gains during two consecutive school years. "Data Collection Instruments and Guidelines" developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 179 95 TM 005 894**  
*Coles, Gary J. Chalupsky, Albert B.*  
**Innovative School Environments and Student Outcomes. Project LONGSTEP Final Report: Volume II.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—AIR-21400-9/76-FR-II  
 Pub Date Sep 76  
 Contract—OEC-0-70-4789  
 Note—93p.; For related documents, see TM 005 891-896 and TM 005 920-922  
**EDRS Price MF-\$0.83 HC-\$4.67 Plus Postage.**  
**Descriptors—**\*Academic Achievement, Achievement Gains, Achievement Tests, \*Educational Innovation, Elementary School Students, Elementary Secondary Education, Language Arts, \*Longitudinal Studies, Mathematics, "School Attitudes," School Environment, Sciences, Social Studies, Statistical Analysis, Student Attitudes  
**Identifiers—Longitudinal Study of Educational Practices, "Project LONGSTEP"**

The general emphasis of Project LONGSTEP was on the identification of changes in student achievement that occur as a result of exposure to intensive educational innovation. This volume explores the possibility that growth in student achievement test performance and positive changes in school-related attitudes were highly associated with highly innovative school environments. Both student outcome scores and treatment data in language arts, mathematics, social studies, and science were aggregated to the school level so that the more general question of the relation between school environments and

outcomes could be explored. Important differences among schools with respect to the achievement test performance and attitudes of their students existed in a number of samples analyzed. Greater average growth in achievement test performance and positive changes in attitude were not associated with school-level emphasis on innovation and individualization. Measures of growth in achievement were typically not related to quantity of schooling indices. There was, however, a tendency for these indices to be positively related to student attitudes toward schooling. In general, changes in average student attitudes toward school were not significantly related to average growth in achievement. However, the majority of correlations were positive. In respect to the primary hypothesis, the results of this study indicate that innovative school environments did not demonstrate a substantially positive impact on either achievement or student attitudes. "Data Collection Instruments and Guidelines" developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 180 95 TM 005 895**  
*Everett, Bruce E.*

**A Preliminary Study of the Relevance of a Standardized Test for Measuring Achievement Gains in Innovative Arithmetic Programs. Project LONGSTEP Final Report. Volume II. Appendix Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.  
 Report No.—AIR-21400-9/76-FR-II (App)  
 Pub Date Sep 76

Contract—OEC-0-70-4789  
 Note—20p.; For related documents, see TM 005 891-896 and TM 005 920-922  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors—**\*Academic Achievement, \*Achievement Gains, Achievement Tests, \*Arithmetic, \*Educational Innovation, Educational Objectives, Elementary School Students, Elementary Secondary Education, \*Longitudinal Studies, \*Relevance (Education), \*Standardized Tests  
**Identifiers—**\*Comprehensive Tests of Basic Skills, Longitudinal Study of Educational Practices, "Project LONGSTEP"

The general emphasis of Project LONGSTEP was on the identification of changes in student achievement that occur as a result of exposure to intensive educational innovation. During the course of the project, questions were raised concerning (1) the relevance of the standardized achievement test utilized in the project to the stated objectives of the educational treatments included in the participating educational programs and (2) the extent to which the findings may have been influenced by the particular instrument chosen to measure cognitive achievement. To provide at least partial answers to these questions, a study of the arithmetic items contained in the test and their relevance to the educational objectives of the arithmetic treatments encompassed by the project was conducted. Specifically, two research questions were addressed: (1) Were the particular skills necessary to answer correctly the arithmetic items on the Comprehensive Tests of Basic Skills (CTBS) actually incorporated into the curriculum objectives of arithmetic treatments? and (2) To the extent that arithmetic treatments differed from one another in the relevance of the CTBS test items to their curriculum objectives, what effect did this difference have on test performance? "Data Collection Instruments and Guidelines" developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 181 95 TM 005 896**  
*Chalupsky, Albert B. Coles, Gary J.*

**Parental Educational Expectations and Their Impact on Student Outcomes. Project LONGSTEP Memorandum Report.**

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.  
 Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-21400-9/76-MR  
 Pub Date Sep 76  
 Contract—OEC-0-70-4789  
 Note—48p.; For related documents see TM 005 891-895 and TM 005 920-922  
**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Academic Achievement, Educational Innovation, Elementary School Students, Elementary Secondary Education, \*Expectation, Longitudinal Studies, \*Parent Influence, \*School Attitudes, \*Student Attitudes Identifiers—Longitudinal Study of Educational Practices, \*Project LONGSTEP

This report summarizes the results of an exploratory study of the relationship between parents' educational expectations for their children, the children's perceptions of these expectations, and student outcomes. Of particular interest were the congruence between parental expectations and the children's perceptions of these expectations and the impact of this congruence on student achievement and attitudes toward school. The data for the present study came from an earlier investigation designed to determine the dependability of the Project LONGSTEP questionnaire responses. Students represented a 2% stratified random sample (by grade within each school) of the students participating in Project LONGSTEP during the 1971-72 school year. It appeared that parental expectations concerning both how far in school they wanted their children to go and how good a student they wanted their children to be can influence student attitudes toward school; however, such expectations did not appear to influence student achievement test performance. In the case of how far in school they wanted their children to go, no special effort may be needed to communicate these expectations. On the other hand, it appeared that parents with high expectations concerning how good a student they want their children to be would be well advised to make a special effort to communicate these expectations to their children. "Data Collection Instruments and Guidelines" developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 182** 95 **TM 005 897**

Wildemuth, Barbara M., Comp.

Cheating. An Annotated Bibliography.

ERIC Clearinghouse on Tests, Measurement, and Evaluation, Princeton, N.J.

Spons Agency—National Inst. of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—400-76-0015

Note—39p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Annotated Bibliographies, \*Cheating, Elementary Secondary Education, Higher Education, Tests

This 89-item, annotated bibliography was compiled to provide access to research and discussions of cheating and, specifically, cheating on tests. It is not limited to any educational level, nor is it confined to any specific curriculum area. Two data bases were searched by computer, and a library search was conducted. A computer search of the Educational Resources Information Center (ERIC) data base yielded documents announced in Resources in Education and journal articles indexed in Current Index to Journals in Education which covers over 700 education-related journals. Also searched by computer was Psychological Abstracts, an index providing summaries of literature in psychology and related disciplines. Over 800 journals, technical reports, monographs, and other scientific documents are regularly covered. All data fields in both data bases were searched for any form of the term, cheat. The ERIC data base was searched in October 1976. ERIC began collecting information for RIE in 1966 and for CJE in 1969. At the time of the search, the data base was complete through September 1976. Psychological Abstracts was searched in October 1976, and the data base dates from 1967. A subject index is provided. (Author/MV)

**ED 132 183** **TM 005 898**

Mason, Edward J., Wexler, Norman  
A Comparison of Two Models of Teacher Selection in a Large Urban Community.

Note—12p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Comparative Analysis, Elementary Secondary Education, Interviews, Minority Groups, Predictor Variables, \*Teacher Characteristics, \*Teacher Selection, Test Results, \*Urban Areas

**Identifiers**—Experience Profile Questionnaire, National Teacher Examinations

Three teacher selection procedures used by a large urban school district were investigated. The relationships of certain biographical data to scores on the National Teacher Examination (NTE), an interview rating, and an experimental Experience Profile Questionnaire were examined. The final selection of teachers for the district was based on a weighted sum of the NTE Composite scores and the Interview scores. Data were gathered on the Experience Profile to assess its worth for use in future selection programs. Results showed no relationship of race or sex to the selection scores; however, there was a significant correlation between selection scores and scores on the Experience Profile measure. In January, 1976, performance ratings of successful candidates will be collected. These data will be used to evaluate the three selection procedures used in this study. (Author/RC)

**ED 132 184** **TM 005 913**

Shann, Mary H. And Others

Student Effects of an Interdisciplinary Curriculum for Real Problem Solving: The 1974-75 USMES Evaluation. Summary of Final Report.

Spons Agency—National Science Foundation, Washington, D.C.

Pub Date Dec 75

Grant—PES74-00542-A01

Note—19p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Achievement Gains, Basic Skills, \*Curriculum Development, \*Curriculum Evaluation, \*Elementary Education, \*Interdisciplinary Approach, Mathematics Education, \*Problem Solving, Process Education, Program Attitudes, Science Education, \*Student Reaction

**Identifiers**—\*Unified Science Mathematics for Elementary Schools

This document reports on the 1974-75 Unified Science and Mathematics for Elementary Schools (USMES) evaluation investigating the cognitive and affective responses of USMES students to this interdisciplinary, process curriculum. It includes the results of a pre-post control group design to assess the curriculum's effects on students' basic skill development, their attitude change, and their progress in complex problem solving. The results of interviews with USMES teachers and students, unstructured observations at field sites, and the field staffs' documentation of USMES usage are also included. (Author/RC)

**ED 132 185** **TM 005 914**

Kaschak, Elyn

The Effect of the Sex of Student and Professor on Student Evaluation of Professors' Methods of Teaching.

Pub Date [Apr 76]

Note—19p.; Paper presented at the Annual Meeting of the Western Psychological Association (56th, Los Angeles, California, April 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*College Students, \*College Teachers, Graduate Students, Higher Education, Rating Scales, \*Sex Differences, \*Sex Discrimination, Statistical Analysis, \*Student Evaluation of Teacher Performance, \*Teaching Methods

The problem investigated in this study was whether male and female students would evaluate professors' teaching methods differentially as a function of their own sex and/or the sex of the particular professor. The subjects, fifty male and fifty female seniors and first year graduate students in psychology at San Jose State University, were divided into two groups of 25 males and 25 females each. The first group was administered the Methods of Teaching Form A, which described the instructional methods of six different professors and required the student to rate him or her on six different scales. Form B was administered to the second group. Both forms were identical except for the sex of the professor described, which was varied so that, while each group rated three males and three females, those professors that were given men's names on Form A were given women's names on Form B. The results of a series of three-way analyses of variance indicate that male professors were given significantly higher ratings than were female professors for identical teaching methods by male students. Female students rated male and female professors equally, except on those scales assessing power and willingness to take the course. These results suggest that students' evaluations of

the teaching methods of their professors may be strongly influenced by their own sex, as well as by the sex of the professor involved. (Author/MV)

**ED 132 186**

**TM 005 915**

Middleton, M. A.

An Evaluation of the Family Life Education Course at Eric Hamber Secondary School. Research Report 75-18.

Vancouver Board of School Trustees (British Columbia). Education Services Group.

Pub Date Sep 75

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Administrator Attitudes, Attitude Tests, \*Course Evaluation, Educational Objectives, \*Family Life Education, \*Parent Attitudes, Program Evaluation, Questionnaires, Secondary Education, Secondary School Students, Semantic Differential, \*Student Attitudes, Student Opinion, Surveys, \*Teacher Attitudes

**Identifiers**—British Columbia (Vancouver)

This report surveys the opinions of parents, students, teachers and a few administrators regarding various aspects of the Family Life Education program at Eric Hamber Secondary School in Vancouver, British Columbia. The results indicate that parents and students were generally in favor of the content of the course but would like to see family budgeting added. There were no significant differences between the pre-test and post-test attitudes of the Grade 11 students toward 16 concepts pertinent to the course. In addition, the students in Family Life Education did not exhibit significantly different attitudes from those of students in Grade 12. Forty-nine percent of the students felt that Family Life Education had improved their ability to communicate; 42% felt greater self-confidence as a result of the course; 37% found it easier to discuss attitudes with the opposite sex. There was no indication that the value systems of the students were influenced either in a positive or negative direction, although many were positively oriented before taking the course. Further, the course provided new information, and students found it to be stimulating. (Author/MV)

**ED 132 187**

**TM 005 916**

Phoenix Union High School System Follow-up

Study of 1972 Graduates.

Phoenix Union High School District, Ariz. Dept. of Research and Planning.

Pub Date [74]

Note—54p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—\*Graduate Surveys, \*High School Graduates, Participant Satisfaction, Questionnaires, Secondary Education

**Identifiers**—Arizona (Phoenix), \*Phoenix Union High School System

The purpose of this survey was to obtain feedback information from the 1972 Phoenix Union High School System graduates approximately one year after they had graduated. A questionnaire was mailed to a random sample of graduates; then tabulations were made by school on their responses. Objectives of the follow-up study included the following: (1) to identify post-secondary educational and occupational activities of former students; (2) to provide information regarding career entry and advanced training as a basis for improved guidance or counseling practices; (3) to obtain feedback from graduates to assist in evaluating the educational program; (4) to obtain information which would be helpful for the North Central Association of Secondary Schools and Colleges and other groups as they evaluate the educational program; and (5) to aid present staff in educational planning of future programs. This report includes a description of the sampling and evaluation design, a summary of the results, some recommendations, and a tabulation of the results, school by school. (Author/MV)

**ED 132 188**

**TM 005 917**

Christison, Milton

Alternative Methods of Improving the Return of Follow-up Questionnaires: Their Cost and Effectiveness.

Note—13p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Cost Effectiveness, \*Data Collection, \*Followup Studies, \*Methods, \*Questionnaires

This study explored seven possible techniques for improving the rate of returns for a questionnaire study with special concern for collecting information through high school follow-up studies. It evaluated these techniques using two criteria: their effectiveness in improving returns and their cost-effectiveness. The results suggest that a school district planning to conduct such a study should orient those who will be involved prior to their leaving school. It further suggests that prior to receiving the instrument those involved in the study should be contacted by telephone, to elicit their cooperation, particularly when the geographic area is small and local calls can be made. The writer concludes that there is a need to study more complex methods for improving the rate of returns of follow-up studies, with a strong probability that telephoning ahead, and using a follow-up that includes a second copy of the instrument and a second cover letter, would produce both greater cost effectiveness and a higher rate of return. (Author/MV)

**ED 132 189** TM 005 918

Ford, Donald H.

#### Social Policies, the Designed Environment, and Human Development.

Pub Date [Jul 75]

Note—20p.; Paper presented at the Biennial Conference on Ecological Factors in Human Development, International Society for the Study of Behavioral Development (3rd, University of Surrey, Guildford, England, July 13-17, 1975)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Ecological Factors, \*Human Development, \*Policy, Social Development, Systems Approach

To talk about human development requires some point of view which will allow the visualization of the various parts and processes within the context of an organized unit. Social policies will be formulated differently, depending on the assumptions one holds about people. The concept of an open system is used in this presentation to illustrate that point of view. Briefly illustrated are some implications for social policy when one views the person as a complex open system existing through transactions with multiple contexts, and when one adopts positive development as the highest priority human objective, with remediation as the backup system. (RC)

**ED 132 190** TM 005 919

Harris, Jerry D.

#### Socioeconomic Status and Levels of Ability.

Spons Agency—Arizona State Univ., Tempe.

Pub Date [Apr 76]

Note—11p.; Paper presented at the Annual Meeting of the Western Psychological Association (56th, Los Angeles, California, April 10, 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Ability, Aptitude Tests, \*Associative Learning, Caucasians, Elementary School Students, \*Intelligence Tests, \*Problem Solving, Siblings, \*Socioeconomic Status, Statistical Analysis, Test Reliability

Major tenets summarizing Jensen's two-level theory of mental abilities were examined in a static-group comparison, correlational study. Caucasian siblings in grades one through four from low- and middle-socioeconomic (SES) populations were administered five Level I (associative learning ability) tasks and Raven's Progressive Matrices. Consistent with Jensen's theory, SES groups differed most on Level II (conceptual or problem solving ability) measures. However, predictions derived from Jensen's explanation of the phenomenon were not fulfilled. The functional dependence of II on I and the stronger relation of I and II in the middle-SES population were not supported. The pattern and strength of relationships among Level tasks were not suggestive of a relatively homogeneous class of performances or ability. (Author/RC)

**ED 132 191** 95 TM 005 920

Chalupsky, Albert B. Coles, Gary J.

#### Exploring the Impact of Educational Innovation: Overview of Project LONGSTEP.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Oct 76

Contract—OEC-0-70-4789

Note—17p.; For related documents, see TM 005 891-896 and TM 005 921-922

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Academic Achievement, Achievement Gains, \*Educational Innovation, Elementary School Students, Elementary Secondary Education, \*Longitudinal Studies  
Identifiers—Longitudinal Study of Educational Practices, \*Project LONGSTEP

The general emphasis of Project LONGSTEP was on the identification of changes in student achievement that occur as a result of exposure to intensive educational innovation. This booklet provides a brief overview of the project. A total of five project reports plus two separate appendices of supporting data were produced by Project LONGSTEP. This summarizes very briefly these five reports. "Data Collection Instruments and Guidelines" developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 192** 95 TM 005 921

Coles, Gary J. Chalupsky, Albert B.

#### Impact of Educational Innovation on Student Performance: Overall Findings for Reading and Arithmetic. Project LONGSTEP Final Report: Volume I. Supplement.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Report No.—AIR-21400-9/76-FR-SUPP

Pub Date Sep 76

Contract—OEC-0-70-4789

Note—157p.; For related documents, see TM 005 891-896 and TM 005 920-922

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—\*Academic Achievement, \*Arithmetic, \*Educational Innovation, Elementary School Students, Elementary Secondary Education, \*Longitudinal Studies, \*Reading Achievement

Identifiers—Longitudinal Study of Educational Practices, \*Project LONGSTEP

The general emphasis of Project LONGSTEP was on the identification of changes in student achievement that occur as a result of exposure to intensive educational innovation. The purpose of the analyses conducted for this supplement to Volume I of the Project LONGSTEP final report was (1) to ascertain if the trends observed and discussed in Volume I with respect to students in grades 1, 4, and 6 during the 1970-71 school year were representative of the trends shown by all analysis samples and (2) to compare results and determine if other meaningful trends across cohorts were present. The primary research hypothesis, that substantial gains in achievement test performance are positively associated with innovative emphasis, has not been supported in any general way by the analysis of Project LONGSTEP's data. These results, based on a global analysis of trends, across reading and arithmetic analysis samples and grades, tend to confirm the findings reported in Volume I for students in grades 1, 4, and 6. "Data Collection Instruments and Guidelines" developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 193** 95 TM 005 922

#### Impact of Educational Innovation on Student Performance: Overall Findings for Reading and Arithmetic. Project LONGSTEP Final Report: Volume I. Supplement. Supporting Appendices.

American Institutes for Research in the Behavioral Sciences, Palo Alto, Calif.

Spons Agency—Office of Education (DHEW), Washington, D.C.

Pub Date Sep 76

Contract—OEC-0-70-4789

Note—141p.; For related documents, see TM 005 891-896 and TM 005 920-921; Some tables may be marginally legible due to quality of original

EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.

Descriptors—\*Academic Achievement, Arithmetic, \*Educational Innovation, Elementary School Students, Elementary Secondary Education, \*Longitudinal Studies, Reading Achievement, Statistical Data

Identifiers—Longitudinal Study of Educational Practices, \*Project LONGSTEP

The general emphasis of Project LONGSTEP was on the identification of changes in student achievement that occur as a result of exposure to intensive educational innovation. The purpose of the supplement to Volume I of the Project

LONGSTEP final report was (1) to ascertain if the trends observed and discussed in Volume I with respect to students in grades 1, 4, and 6 during the 1970-71 school year were representative of the trends shown by all analysis samples and (2) to compare results and determine if other meaningful trends across cohorts were present. These supporting appendices to the Volume I supplement provide the technical data. "Data Collection Instruments and Guidelines" developed for Project LONGSTEP referenced in Vol. I, Chapter II, Section C, will be accessioned TM 005 987 in RIEMAY77. (RC)

**ED 132 194**

TM 005 923

Branch, Helen M. And Others

Evaluation of the Arts and Humanities Center, 1974-75. Research and Evaluation Report, Vol. 9, No. 7.

Atlanta Public Schools, Ga.

Pub Date Jan 76

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Arts Centers, Elementary Secondary Education, \*Evaluation

Identifiers—\*Atlanta Public Schools Arts and Humanities Center, Georgia (Atlanta)

The Arts and Humanities Center, located in the Memorial Arts Center in Atlanta, Georgia, must develop its specific objectives consistent with, but not overlapping, the philosophy and function of the total center. The staff of each of the units involved in work with children plan together; have frequent communication regarding plans, policies, and programs; and cooperate in many ways to provide services to a broad cross section of the children of the Atlanta community. There has been no evaluation component built into the program, but the teacher-coordinator requested this evaluation to assist her in planning the program in the future. Contained in this report is information on the background, objectives, management and control, process, cost analysis, and projections for the Center. Also included are letters of support for the Arts and Humanities Center from a variety of users. (RC)

**ED 132 195**

TM 005 924

Millard, Joseph E.

Teacher Evaluation.

Heartland Education Agency, Ankeny, Iowa.

Pub Date Sep 76

Note—19p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Classroom Observation Techniques, Effective Teaching, \*Evaluation Methods, Formative Evaluation, \*Measurement Techniques, Self Evaluation, Summative Evaluation, \*Teacher Evaluation

Identifiers—Flanders Interaction Analysis, Guided Self Analysis System, Individually Guided Education, Instrument for Observation of Teaching Activities, IOTA, Naperville Teacher Performance Evaluation System, Plan for Learning in Accordance with Needs, Redfern Approach, School Management Institute Materials, Teacher Self Appraisal System

Teachers may be evaluated (1) according to their skills and attitudes, (2) by observing their behavior, (3) observing the students' behavior and achievement, and (4) by a combination of means. Some systems, summative and formative, now enjoying rather wide popularity are described in this document. IOTA (Instrument for Observation of Teaching Activities) places the responsibility for evaluation in the hands of the teacher; it is strictly a formative system geared for the improvement of instruction. The Naperville Teacher Performance Evaluation System has provided a model for schools wishing to conduct their own procedure. This system is a formative evaluation process to improve instruction. School Management Institute Materials (The Redfern Approach) may be helpful if a school is interested in conducting its own inservice teacher evaluation workshop and developing its own evaluation system. Three self-appraisal systems considered are the Guided Self Analysis (GSA), Teacher Self Appraisal (TSA), and Flander's Interaction Analysis. The GSA and TSA make use of videotaping the classroom and the Flander's system utilizes an observer in the classroom. Two observation systems generally intended for formative evaluation only are the IGE (Individually Guided Education) observation cycle and PLAN (Plan for Learning in Accordance with Needs) teacher observation scale. The schemes presented

may provide a starting point for school districts interested in developing their own system. (RC)

**ED 132 196** TM 005 925  
*Karlson, Alfred L.*

**Open Education, Can We Evaluate It?**

Note—18p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Elementary Secondary Education, \*Evaluation Methods, \*Open Education, \*Program Evaluation

The paper offers a brief definition of open education from a framework which is designed to be descriptive rather than prescriptive, and then considers the problem of how educators can evaluate the effectiveness of open educational practices. Open education policies are looked at from a historical and philosophical perspective, a psychological perspective, a sociological perspective, a practical perspective, and an evaluative perspective. Then, six steps are suggested for doing evaluative research in open classroom settings: (1) define competencies, achievements, or operational-behavioral objectives that one expects to be learned by the participants in the program; (2) choose measures that are directly relevant to the expected outcomes; (3) measure the children's performance on these criteria as they begin the program; (4) observe children as they participate in the program to get a clear empirical view of what they actually did in the program; (5) remeasure the children's performance on criteria after they participate in the program; and (6) relate observed child behavior to measured change on the related criteria. These steps are explained further. It is argued that it is possible to evaluate open education if we consider educational evaluation research as "treatment effect research" and carefully define outcomes and carefully describe treatment, and then demonstrate the relationship between the two. (RC)

**ED 132 197** TM 005 926  
*Borich, Gary D. Peck, Robert F.*

**Relationships Between Teachers' Marks, Achievement Test Scores and Aptitude as a Function of Grade, Ethnicity and Sex.**

Texas Univ., Austin. Research and Development Center for Teacher Education.

Note—17p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Academic Achievement, \*Academic Aptitude, Achievement Tests, Aptitude Tests, Caucasian Students, Correlation, Disadvantaged Youth, Elementary Secondary Education, \*Ethnic Groups, Grade 5, Grade 9, Grade Point Average, \*Grades (Scholastic), Mexican Americans, Negro Students, Predictor Variables, \*Sex Differences, Sex Discrimination, Standardized Tests, Statistical Analysis, \*Student Evaluation, \*Test Results

Logical predictions about relationships between school aptitude and standardized achievement, aptitude and teachers' grades, and teachers' grades and standardized achievement can be made from the literature. These predictions are that (1) conventional school aptitude measures should predict standardized achievement test scores equally well for boys and girls but better for advantaged than disadvantaged children; (2) teachers' marks are more accurate for girls than for boys when judged against the sex's standardized achievement test scores; are more accurate for middle-class than for disadvantaged children; and are least accurate for disadvantaged black males; and (3) teachers consistently give girls higher grades than boys but there are no important differences between boys' and girls' achievement when measured by standard achievement tests. The present study was conducted to test the strength of the relationships between pupil aptitude, standardized achievement and teachers' grades and to determine the percent of variance in grade point average accounted for by aptitude and standardized achievement in a representative sample of fifth- and ninth-grade Mexican-American, Black and Anglo students. (Author/RC)

**ED 132 198** TM 005 927  
*Burgdorf, Kenneth*

**Anchor Test Study. Fifth-Grade Reading Achievement as a Function of Selected School, Classroom, and Pupil Variables. Tabular Reports Series.**

Westat Research, Inc., Rockville, Md.  
 Spons Agency—National Center for Education Statistics (DHEW), Washington, D.C.

Report No—NCES-76-310

Pub Date 76

Contract—300-76-0016

Note—100p.; For related documents, see ED 092 601-634 and ED 094 008; Not available in hard copy due to small type

Available from—Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (\$1.65)

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

Descriptors—Elementary Education, \*Grade 5, National Norms, \*Predictor Variables, \*Reading Achievement, \*Reading Tests, Standardized Tests, \*Statistical Data, \*Student Characteristics, Tables (Data), Test Results

Identifiers—\*Anchor Test Study, Metropolitan Achievement Tests

Scores on the Total Reading scale of the Metropolitan Achievement Tests (MAT) were obtained for a nationally representative sample of 65,399 fifth grade pupils in the course of the 1972 National Center for Education Statistics (NCES) Anchor Test Study. Based upon these data, this report presents a series of preliminary tabulations relating grade five reading achievement to 10 school, classroom, and pupil variables. For pupil subgroups defined in terms of the categories and category combinations of up to three of these variables at a time, the tabulations include several descriptive indexes of average level of reading achievement. In the interest of providing major study findings as soon as possible, this preliminary, tabular report contains only raw tabulations and technical/background information. Additional reports to be published later will contain a more complete presentation and assessment of the study findings. (Author/RC)

**ED 132 199** TM 005 928  
*Johnson, Orval G. Bommarito, James W.*

**Tests and Measurements in Child Development: A Handbook.**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.; Office of Economic Opportunity, Washington, D.C.

Pub Date 71

Contract—OEO-2452

Grant—1-R11-MH02347-01

Note—518p.; For Handbook II (Volumes I and II), see TM 005 944

Available from—Jossey-Bass Inc., Publishers, 615 Montgomery St., San Francisco, California 94111 (\$25.00)

**Document Not Available from EDRS.**

Descriptors—Attitude Tests, \*Child Development, Cognitive Tests, Elementary Education, Environment, \*Guides, Interest Tests, Neurolologically Handicapped, Perception Tests, Personality Tests, Physical Characteristics, Preschool Education, Psychomotor Skills, Self Concept Tests, Social Behavior, \*Tests

This handbook is a detailed guide to more than 300 measures of child behavior and development not available from test publishers. The authors surveyed the literature over a ten-year period to find more than a thousand measures; those included here are not described in other sourcebooks and guides. Thus this book is the only guide to many of the most useful measures available to researchers, child psychologists, counselors, testing specialists, and professionals in related fields. All of the measures described meet six criteria: (1) they are suitable for use with children between birth and age twelve; (2) they are available to other professionals; (3) they are unpublished, not commercially available; (4) they include enough information to enable others to use them effectively; (5) they are long enough to permit development of norms and reliability and validity data; (6) they are all technically usable, not requiring heavy laboratory equipment. The measures are classified according to the users' needs for information, in ten categories: (1) cognition, (2) personality and emotional characteristics; (3) children's perceptions of the environment; (4) self-concept; (5) characteristics of the environment; (6) motor skills, brain injury, sensory perception; (7) physical attributes; (8) attitudes and interests not otherwise classified; (9) social behavior; and (10) measures that do not fit any of the other categories. Each description of these measures contains information geared toward helping the professional relate specific measures to specific needs and problems. (RC)

**ED 132 200**

TM 005 934

*Resnick, Robert J.*

**An Abbreviated Form of the WISC-R: Is It Valid?**

Note—11p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Academically Handicapped, Elementary School Students, \*Intelligence Tests, Statistical Analysis, \*Test Validity

Identifiers—\*Wechsler Intelligence Scale for Children Revised

The completed WISC-R's (Wechsler Intelligence Scale for Children-Revised) of 76 white urban children with academic problems (6 years, 0 months to 15 years, 9 months) were rescored utilizing the Satz and Mogel criteria for an abbreviated intelligence measure. Extremely high correlations for IQ's (.96-.98) and subtests (.66-.95) were found. However, when mean differences between complete WISC-R and the shortened form were examined, significant differences between administrations were found. Furthermore, one third of the subjects showed changes in intelligence classification levels when the abbreviated form was used. Thus, two of the three criteria previously suggested for a valid abbreviated intelligence test of: (1) high correlation between administration forms; (2) non significant t-tests between the abbreviated and standard form mean IQ; and (3) low percentage of IQ classification change with the administration of the short form were not met. It was concluded, however, that the abbreviated WISC-R may be appropriate when intelligence is a question relative to candidacy for therapy or as a non-critical, general indication of intelligence when IQ classification is not important and/or assessment time is limited. (Author/RC)

**ED 132 201**

TM 005 938

*Hyman, Irwin A. And Others*

**Developing Criterion Referenced Assessment for Head Start: Theoretical and Practical Considerations.**

Note—17p.; Expanded version of a paper presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 3, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—Bilingualism, \*Compensatory Education Programs, \*Criterion Referenced Tests, \*Disadvantaged Youth, Early Childhood Education, Intelligence Tests, Minority Group Children, Nature Nurture Controversy, Norm Referenced Tests, Norms, Predictive Validity, \*Screening Tests, Standardized Tests, Test Bias, \*Testing Problems, Test Reliability

Identifiers—\*Project Head Start

Testing with minority and disadvantaged populations in America has resulted in widespread abuse. Theorists have historically viewed tests as instruments for upward mobility in a system in which doors are often opened by parental wealth and status. Predictive validity of tests has not properly accounted for problems in correlational techniques which accrue when low socioeconomic minority groups who tend to live in homogeneous clusters are considered within the general population. One solution to the lack of norm referenced groups which reflect the homogeneity of minority groups is the use of criterion referenced tests which are useful for both diagnosis and teaching. A criterion referenced approach has been developed over a five year period. The results have been used for pre and post measures for assessing efficacy, for individual instruction, for screening children for further assessment, and as a general guide to help teachers understand individual needs. The test was developed by the Head Start staff and is periodically updated. Factor analysis suggests a specific language factor and a general readiness factor. Internal consistency has run consistently over .88 for administration by college sophomores. Problems of design and implementation are discussed. (Author/RC)

**ED 132 202**

TM 005 939

*Pedrini, Bonnie C. Pedrini, D. T.*

**Predicting Grades of College Freshmen: Disadvantaged and Regular.**

Note—33p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Caucasian Students, College Entrance Examinations, \*College Freshmen, Disadvantaged Youth, \*Experimental Programs, \*Grade Point Average, \*Grade Prediction,

**Higher Education, Negro Students, \*Predictor Variables, \*Program Evaluation, Statistical Analysis**

The study investigated the prediction of grade point average (GPA) for disadvantaged and regular freshmen at the University of Nebraska at Omaha, and the effectiveness, in terms of GPA, of an experimental program for disadvantaged students. Descriptive, variance, and correlations (single and multiple) analyses and chi square analyses related several factors (e.g., race, sex, financial aid, employment, ACT Composite scores, attrition/persistence) with GPA. Separate regression equations for various groups and subgroups resulted in greater precision. Singly or multiply, attrition/persistence and general achievement/aptitude (ACT Composite scores, corrected for restricted range when appropriate) were significant predictors of GPA for disadvantaged and regular freshmen. Additional predictors appeared unnecessary. In terms of GPA, the experimental program produced better results than the regular (control) program (however, this appeared to be an artifact of experimental courses elevating GPAs). For the ACT freshman population and for nonexperimental freshmen, GPA was significantly delineated by attrition/persistence, general achievement/aptitude, race, and sex. For experimental freshmen, GPA was significantly delineated only by attrition/persistence and general achievement/aptitude. (Author/RC)

**ED 132 203** TM 005 940

*Urban, Hugh B.*

**The R&D Strategy as an Alternative to Program Evaluation Methodology.**

Pub Date [Sep 76]

Note—14p; Paper presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Evaluation Methods, \*Human Services, \*Innovation, \*Program Development, \*Program Evaluation

Program evaluation methodology as an investigatory strategy has been developed to generate information as to the capabilities of human service programs to produce maximal desired effects in client populations with minimal resource use. Experience with the procedures, however, has disclosed multiple difficulties attendant upon their use, doubt as to the validity of the information which they generate, and a legitimate questioning as to the impact which such findings have upon upgrading human services. An alternative strategy for program testing has been in established use in industrial, agricultural and medical contexts, where the lesson has already been learned not to install a program first, and then mount an evaluation effort to see whether what has been built proves to have any merit. The utilization of such a Research and Development (R&D) strategy calls for a sharp separation of the processes of program development from program operations in the world-of-use. Some major differences between the two strategies are enumerated. It is argued that continued pursuit of contemporary procedures for program evaluation will not only prove excessively costly in the long-run, but will also be unlikely to produce operational services and systems with the high effect/low cost characteristics which are sought, and that a shift in the field of human service program development should be made toward an R&D strategy instead. (Author/RC)

**ED 132 204** TM 005 941

*Naccarato, Richard W. And Others*

**Student Ratings Halo Effect Reduction by Alteration of Standard Instructions. 76-18. Educational Assessment Center Project: 554.**

Washington Univ., Seattle. Educational Assessment Center.

Pub Date Nov 76

Note—21p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—College Students, Correlation, \*Course Evaluation, Educational Diagnosis, Effective Teaching, \*Higher Education, Item Analysis, \*Rating Scales, \*Student Evaluation of Teacher Performance, Testing, \*Testing Problems

Identifiers—\*Halo Effect, \*Instructional Assessment System Form B

The purpose of this study was to determine if correlations among student ratings items designed to be diagnostic could be lowered through use of

special instructions to raters. The authors argue that the lowering of inter-item correlations is indicative of a reduction of the halo effect which leads to greater item diagnosticity. The experimental group first ranked items in terms of importance, then rated the course with the diagnostic items, then rated the course with the general items. This order was reversed for the control group. The correlations among items were significantly lower for the experimental group. (Author)

**ED 132 205** TM 005 942

*Pedrini, Bonnie C. Pedrini, D. T.*

**Predicting Attrition/Persistence of College Freshmen: Disadvantaged and Regular.**

Note—23p.

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—Caucasian Students, College Entrance Examinations, \*College Freshmen, Disadvantaged Youth, \*Dropout Identification, \*Experimental Programs, Grade Point Average, Higher Education, Negro Students, \*Persistence, \*Prediction, Predictor Variables, Program Effectiveness, \*Program Evaluation, Statistical Analysis

The study investigated (1) the prediction of attrition/persistence for disadvantaged and regular freshmen at the University of Nebraska at Omaha, and (2) the effectiveness, in terms of attrition/persistence, of an experimental program for disadvantaged students. Descriptive, variance, and correlational (single and multiple) analyses and chi square analyses related several factors (e.g., race; sex; financial aid; employment; general achievement/aptitude, ACT Composite scores; cumulative grade point average, GPA) with attrition/persistence. Separate regression equations for various groups and subgroups resulted in greater precision. Singly or multiply, GPA was the primary, significant predictor of attrition/persistence, making other predictors appear unnecessary. For the population and for nonexperimental freshmen, attrition/persistence was significantly delineated by GPA, ACT scores, and financial aid. For experimental and/or control freshmen, attrition/persistence was significantly delineated by GPA only. In terms of attrition/persistence, there were significant differences between experimental subjects and nonexperimental subjects or nonexperimental financial aid nonrecipients, but no significant differences between experimental subjects and control subjects or nonexperimental financial aid recipients. (Author/RC)

**ED 132 206** TM 005 943

*Garvin, Alfred D.*

**Three Approximations of Standard Error of Measurement: An Empirical Approach.**

Pub Date [Sep 76]

Note—10p; Paper presented at the Annual Meeting of the American Psychological Association (84th, Washington, D.C., September 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Standard Error of Measurement, \*Statistical Analysis, Test Reliability

Three successively simpler formulas for approximating the standard error of measurement were derived by applying successively more simplifying assumptions to the standard formula based on the standard deviation and the Kuder-Richardson formula 20 estimate of reliability. The accuracy of each of these three formulas, with respect to the standard formula, was assessed empirically in a sample of 60 sets of test results, representing a wide variety of test characteristics. It was found that all three formulas provided an essentially unbiased approximation of the value given by the standard formula: the mean error was +.04 of a score point for each formula. The standard deviations of these errors were .09, .10, and .25 of a score point for the three formulas respectively. It was concluded that any of these three formulas was accurate enough for most practical purposes. (Author/RC)

**ED 132 207** TM 005 944

*Johnson, Orval G.*

**Tests and Measurements in Child Development: Handbook II. [Volumes I and II].**

Spons Agency—National Inst. of Mental Health (DHEW), Rockville, Md.

Pub Date 76

Grant—1-R01-MH23875

Note—1,327p.; For Handbook I, see TM 005 928

Available from—Jossey-Bass Publishers, Inc., 615 Montgomery St., San Francisco, California 94111 (\$50.00)

Document Not Available from EDRS.

Descriptors—\*Adolescents, Attitude Tests, \*Child Development, Cognitive Tests, Elementary Secondary Education, Environment, \*Guides, Interest Tests, Neurologically Handicapped, Perception Tests, Personality Tests, Physical Characteristics, Preschool Education, Psychomotor Skills, Self Concept Tests, Social Behavior, \*Tests, Vocational Aptitude

This handbook makes available in one source (two volumes) nearly 900 unpublished tests and measures of child development—measures of intellectual functioning, personality, self-concept, motor skills, physical attributes, and many other characteristics. The measures are appropriate for the years from birth through age 18. The measures are classified into eleven basic categories. Each description includes the author of the variable measured, the age range for which the instrument is appropriate, the type of measure, and source from which the measure can be obtained. A narrative description follows, including, when available, information on norms, item type, development of the measure, theoretical basis, scoring and administration specifics, and reliability and validity factors. In many cases, portions of the measures and bibliographies are also presented. (RC)

**ED 132 208** TM 005 945

**Evaluation of Measures of Proficiency in Occupational Therapy. Final Report.**

American Occupational Therapy Association, Rockville, Md.

Spons Agency—Health Resources Administration (DHEW/PHS), Bethesda, Md. Div. of Associated Health Professions.

Pub Date 31 Aug 76

Contract—231-75-0205

Note—159p.

EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.

Descriptors—Certification, \*Equivalency Tests, \*Evaluation, Factor Analysis, Occupational Therapists, \*Occupational Therapy, Occupational Therapy Assistants, \*Performance Tests, \*Statistical Analysis, Test Reliability, Test Validity

Identifiers—Field Work Performance Report, National Certification Examination, Proficiency Tests, Qualitative Assessment of Field Work Competency, Qualitative Assessment of Field Work Performance

This report presents the final scope, methods, and results of the evaluation of proficiency measures in occupational therapy. The intended purpose of the investigation was to evaluate and analyze the reliability and validity of measurements that are predictive of competence and proficiency at entry levels in occupational therapy. Each level of the Proficiency Examination (PE) was evaluated with a number of independent measures of occupational therapy knowledge and practice. Existing measures, the National Certification Examination (NCE), and the Field Work Performance Report (FWPR), were compared with the therapist level examination, the Qualitative Assessment of Field Work Competency (QAFWC). The FWPR, a measure of frequency of performance of required skills, was revised to include a qualitative dimension of performance. The Qualitative Assessment of Field Work Performance (QAFWP), a measure of field work performance at the assistant level, was developed as an independent measure for the evaluation of the assistant level PE. Information on the data collection phases; general descriptive data; the factor analysis of the PE and the NCE; the relationship between grade point average and the PE, QAFWC, and FWPR; and the comparative score performance between therapists and assistant therapists on the therapist level PE is given. Conclusions and recommendations are made based on the data. (RC)

**ED 132 209** TM 005 946

*Rothenberg, Marilyn Rivlin, Leanne G.*

**An Ecological Approach to the Study of Open Classrooms.**

Spons Agency—Public Health Service (DHEW), Washington, D.C.

Pub Date [Jul 75]

Grant—MH23709

Note—37p.; Paper presented at the Conference on Ecological Factors in Human Development,

## 150 Document Resumes

International Society for the Study of Behavioral Development (University of Surrey, England, July 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—\*Class Activities, \*Classroom Environment, \*Classroom Observation Techniques, Elementary Education, \*Open Education, \*Open Plan Schools, Student Behavior

**Identifiers**—Cognitive Mapping

Discussed in this paper is how a multi-faceted research strategy was used to investigate the interacting forces existing in open classrooms. Using behavioral mapping, a standardized naturalistic time-sampling technique for quantifying and describing behavior patterns and use of physical space, day long observations of individual children and interviews with children and teachers, data were collected which enabled analysis of classroom environments from a number of perspectives. (Author)

**ED 132 210**

**TM 005 947**

**Conference Summary.**

California State Commission for Teacher Preparation and Licensing, Sacramento. Pub Date 73

Note—71p.; For related documents, see ED 127 364-375

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Academic Achievement, \*Beginning Teachers, \*Conference Reports, Educational Legislation, Elementary Education, \*Research Design, \*Teacher Behavior, \*Teacher Certification, \*Teacher Education, Teacher Evaluation, Teaching Skills

A summary of a Research Design Conference held by the California Commission for Teacher Preparation and Licensing to discuss planned research on teaching and potential designs for such research is presented. The first section is an overview of the need for research on teaching, a brief statement of the needs of the Commission for Teacher Preparation and Licensing for research data, and an outline of research tasks as originally developed by Commission staff. The structure of the Research Design Conference is described in the next section. The third section provides a summary of the conference discussions, followed by summary statements from some of the constituencies represented at the conference: school districts, teacher preparation institutions, and California educational organizations. Further sections summarize the conference proceedings relative to teacher characteristics necessary for positive teaching behaviors and alternative research designs. Sections of the California Education Code relating to teacher certification (Ryan Act) and teacher evaluation (Stull Act) as well as a list of conference participants are included. (Author/RC)

**ED 132 211**

**TM 005 948**

Willoughby, T. Lee

**Evaluating the Information Base of Students in Health Science Programs.**

Pub Date [76]

Note—19p.; Paper presented at the Annual Meeting of the Southeastern Psychological Association (New Orleans, Louisiana, 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Bachelors Degrees, \*Computer Oriented Programs, Item Analysis, \*Item Banks, \*Medical Education, Student Testing, Test Reliability, Test Validity

Concurrent with changes in education, health care roles, and evaluation in recent years, a new six year combined B.S. and M.D. program was initiated at the University of Missouri at Kansas City. Evaluation was integrated into the academic plan in order to assess student progress toward the overall goal of becoming a safe physician, as well as achievement in specific areas of the curriculum. Although several evaluation procedures are in place at this institution, this paper describes only the Item Library. The Item Library is a computerized information retrieval system containing, at this time, 10,000 test questions and support information. Each entry of the Item Library consists of the test question, Medical Subject Heading (MeSH) code, date submitted, source, history of use and update, item analysis data, and a specific bibliographic reference. The psychometric data indicate that the Quarterly Profile Exams generated from the Item Library are reliable and valid measures. Extending the computer assisted testing procedures

of the Item Library into other allied health fields is in progress. (Author/RC)

**ED 132 212**

**TM 005 949**

Brian, Gerald M.  
**Anthropology and Evaluation: Qualitative and Quantitative Methodology in the Assessment of Action Programs.**

Pub Date [Dec 75]

Note—18p.; Paper presented at the Annual Meeting of the American Anthropological Association (San Francisco, California, December 1975)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—\*Anthropology, Compensatory Education Programs, \*Evaluation Methods, Formative Evaluation, \*Program Evaluation, \*Research Methodology, \*Social Science Research, Summative Evaluation

**Identifiers**—Ethnography

Until recently, anthropologists have had little involvement in the evaluation of social welfare and social change programs, despite the fact that such research involves not only the quantitative assessment of program results, but also analysis of informal structures and processes through which goals are formulated and results achieved. This paper considers the relevance of anthropological method and theory to such research. A detailed examination of the author's evaluation of a federal program demonstrates that while problems exist and new middle-level theory must be developed, anthropological perspectives do provide important insights and understandings. Future prospects for such anthropological research look exceedingly bright. (Author)

**ED 132 213**

**TM 005 950**

Annis, Linda Davis, J. Kent

**The Effect of Study Techniques and Preferences on Later Recall.**

Pub Date [Sep 76]

Note—11p.; Paper presented at the Annual Meeting of the American Psychological Association (Washington, D.C., September 1976)

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—College Students, \*Reading, \*Recall (Psychological), Statistical Analysis, \*Student Attitudes, \*Study Habits, \*Study Skills

College students were assigned to various study and review conditions in order to determine the effect of using a preferred or nonpreferred mode of study and of being familiar or unfamiliar with the assigned reading topic. Results of the posttest showed that reading only when one preferred this technique and was familiar with the topic produced the best examination scores. Reading only was least effective when one preferred to read only but was unfamiliar with the topic, while underlining and note taking were most effective in this situation. The findings are discussed in terms of their practical effects for students. (Author)

## UD

**ED 132 214**

**UD 016 535**

**The Impact of Federal Legislation and Regulations on Big City Schools.**

National School Boards Association, Washington, D.C.

Pub Date Jun 76

Note—32p.; Ninth Annual Washington Meeting Reporter of the National Schools Boards Association (Washington, D.C., June 20-22, 1976)

Available from—National School Boards Association, 1055 Thomas Jefferson Street, Washington, D.C. 20007 (\$3.00)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Bilingual Education, \*Boards of Education, \*Conference Reports, Economically Disadvantaged, \*Educational Accountability, Federal Aid, Federal Government, \*Federal Legislation, Government Role, Handicapped Students, Metropolitan Areas, \*Minority Group Children, School Integration, Socially Disadvantaged, Urban Areas, \*Urban Schools

In this volume of digests of the major proceedings of the Ninth Annual Washington Meeting of the Council on the Big City Boards of Education, the keynote address focuses upon the quality of education, the funding of public schools, desegregation, and the overall problem

of state and local finances. Other papers discuss the following topics: federal control, bilingual education, education for the handicapped, accountability and parental involvement, and federal allocation of resources. (Author/AM)

**ED 132 215**

**UD 016 556**

Schofield, Janet W. Sagar, Andrew

**Interracial Interaction in a New "Magnet" Desegregated School.**

Pub Date Sep 76

Note—28p.; Paper presented at Annual Convention of the American Psychological Association (84th, Washington, D.C., September 1976); Best copy available

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Ability Grouping, Dining Facilities, Grade 6, Grade 7, Grade 8, \*Integration Effects, \*Interaction Process Analysis, \*Middle Schools, \*Peer Relationship, Race Relations, Racial Integration, \*School Integration, Statistical Analysis, Student Attitudes, Voluntary Integration

Equal status within the contact situation, shared goals, cooperate dependence in reaching these goals, and the support of authorities, law or custom are the criteria which Allport (1954) argued were vital for promoting positive interracial attitudes and behavior. The study reported here investigates the development of interracial interaction patterns in a public school which approaches the Allport criteria. The study utilized a behavioral measure of the amount of voluntary association between students—student seating patterns in the school cafeteria—to assess interracial interaction patterns. Wexler Middle School, which serves 1500 students in grades six through eight, opened in the fall of 1976. The student body, which is 48 percent black, was obtained through open enrollment of students from a large district in a Northeastern industrial city. Analysis of seating patterns suggested the following: (a) race is an extremely important grouping criterion; (b) however, in the sixth and seventh grades, sex is an even more important grouping criterion; (c) racial aggregation decreased over time in the sixth and seventh grades but increased in the eighth grade which had a predominantly white accelerated academic track and a predominantly black regular track, and (d) changes in racial aggregation over time, both positive and negative, were stronger among males than females. (Author/JM)

**ED 132 216**

**UD 016 571**

Turner, W. E. And Others

**Programs for Educationally Deprived Children. ESEA Title I Evaluation Report, September, 1975-August, 1976.**

Wichita Unified School District 259, Kans.

Spons Agency—Bureau of School Systems (DHEW/OE), Washington, D.C. Div. of Education for the Disadvantaged.

Bureau No.—BR-7-6030

Pub Date Jul 76

Note—136p.

**EDRS Price MF-\$0.83 HC-\$7.35 Plus Postage.**

**Descriptors**—Annual Reports, Basic Skills, Delinquent Rehabilitation, Elementary Schools, Elementary Secondary Education, \*Institutionalized Persons, Mathematics Instruction, \*Parent Education, \*Preschool Education, \*Program Evaluation, Reading Programs, \*Remedial Instruction, Summer Programs, Tuition Grants, Urban Education

**Identifiers**—Elementary Secondary Education Act Title I, ESEA Title I, \*Kansas (Wichita)

During the 1965-76 school year, ESEA Title I programs in Wichita, Kansas were conducted in 20 Title I target elementary schools and 52 extended service elementary schools. Programs included corrective reading, mathematics, and preschool components. There were also small but important programs for children in the neglected and delinquent institutions. A parent education component was implemented. In the 1975 summer session, the main areas of reading and mathematics were emphasized with additional inputs into the institutions and early childhood programs. A sizeable portion of the summer school budget was allocated for tuition scholarships. Five thousand six hundred and two pupils were involved in regular year programs. There were 3048 pupils in corrective reading with 2454 in mathematics, some of whom may have been in both programs. Seventy-six percent of the pupils met or exceeded the stated major performance

for reading that pupils should gain .8 of a month on the California Reading Test for each month of instruction. Fifty-five percent of 2,054 pupils with pretest and posttest scores met the mathematics performance objectives on posttests. These objectives were measured by criterion referenced basic skills tests. (Author/JM)

**ED 132 217** UD 016 596  
*Think Children! 1976 Annual Report, Department of Education, American Samoa.*

American Samoa Dept. of Education, Pago Pago. Pub Date 76

Note—62p.  
**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**  
 Descriptors—\*Annual Reports, Boards of Education, Early Childhood Education, \*Educational Finance, \*Educational Needs, Educational Objectives, \*Educational Programs, Elementary Secondary Education, Inservice Teacher Education, Program Costs, Public Schools, \*School Organization, School Systems, Special Education, Statistical Data

Identifiers—\*American Samoa

This report first details how American Samoa's public schools are organized. The public school system consists of early childhood education (ECE), elementary education, secondary education, and special education. In the 1975-76 school year, ECE operated 145 village centers. In addition to these centers, five year-old children from village and home centers were transported into an ECE training center on a rotating basis to experience more sophisticated learning activities and to profit from field experience. Twenty-six consolidated schools in the islands of Tutuila, Au-nu'u, Ta'u Olosega, and Ofu were in operation during FY76. Special education operated two classroom centers in addition to three other classes operated in three consolidated schools in the Bay area. In summarizing the educational activities of American Samoa for 1975-76, the report focuses on the following areas: those who need education, the organization of schools, costs of education, goals of education, other services such as instructional development, library services, and financial aid, and statistical information relating to the profiles of the department of education and its instructional personnel, and to income of the department of education. (Author/JM)

**ED 132 218** UD 016 597  
*Zalk, Linda and Others*

The Role of the Paraprofessional in Bilingual Education.

Pub Date Nov 75

Note—17p.; Paper presented at the National Conference on Urban Education (1st, Kansas City, Missouri, November 24-27, 1975)  
**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

Descriptors—\*Bilingual Education, Classroom Observation Techniques, Cultural Education, Curriculum Development, \*Educational Programs, Instructional Staff, \*Paraprofessional School Personnel, Program Content, Program Descriptions, Program Evaluation, Staff Improvement, Teacher Aides, Training Objectives, \*Training Techniques, \*Urban Education Identifiers—Massachusetts (Chelmsford), \*Merrimack Education Center

When the paraprofessional in bilingual education is used effectively, individual needs and individual differences of the students are met. An approach to the training of the paraprofessional has been developed at the Merrimack Education Center (MEC). The training program involves active participation of all paraprofessionals. Understanding and synthesizing child growth and development principles as well as knowing the specific duties of the paraprofessional are necessary components of the training program. Over the past five years, MEC, acting in the role of an educational brokerage center, has continuously interacted between professionals and paraprofessionals in order to reassess the needs of communities continuously for the formulation of new immediate and long term behavioral objectives. Based on these objectives a variety of programs has been prepared for workshops of varying sizes and lengths of time, and semester courses to meet the variety of needs. The bulk of this document describes one program designed to meet the specific needs of instructional aides in an urban area. Program instruction is couched within a framework of understanding the process of human behavior and how children learn within a

social-psychological environment. Reinforced consistently in the role of instructional aide is the need for the pupils to identify with elements and people within the community. Instructional aides can be adequately trained in ten weeks. (Author)

**ED 132 219** UD 016 598

*Haveman, Robert*  
 Poverty, Income Distribution, and Social Policy: The Last Decade and the Next. Discussion Paper 365-76.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—IRP-DP-365-76

Pub Date Sep 76

Note—33p.; 33

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—\*Economic Disadvantage, Economic Factors, Federal Government, Futures (of Society), \*Government Role, \*Income, Policy Formation, \*Poverty Programs, Poverty Research, Power Structure, \*Public Policy, Social Change, \*Social Planning, Social Sciences, Social Structure

This discussion places the ten years of the war on poverty in perspective and, on the basis of both the experiment in policy intervention and some recent trends, speculates on the nature and course of social policy over the next decade. The basis of and motivations for the war on poverty are reviewed as the primary concern of the first part of this discussion. The premises used to justify the strategies chosen are recounted, and the progress against poverty during the 1965-1975 decade is appraised. A proposition this paper explores is that many important policy developments affecting the poor during this decade were not found on the agenda of the war on poverty planners in the sixties. While poverty was reduced, it is difficult to directly attribute this result to those programs that played an explicit part in the war. The second part of this paper comments on some recent developments in the nation's political and social structure and reflects on the legacy of past social policy, serving as the basis for a few speculations on the future course of social policy. It is held that increased attention to the implications of such underlying changes may well be the appropriate response of social scientists disillusioned over the failure of planned social change and the naive belief in the power of rational public policy. (Author/JM)

**ED 132 220** UD 016 599

*Sorenson, Aage B.*  
 The Structure of Inequality and the Process of Attainment. Discussion Paper 364-76.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—IRP-DP-364-76

Pub Date Sep 76

Note—42p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—Economic Opportunities, \*Economic Research, Income, Job Skills, \*Labor Economics, Labor Force, Labor Market, \*Labor Supply, \*Mathematical Models, \*Occupational Mobility, \*Social Mobility, Social Structure, Socioeconomic Status

This paper proposes a model for the process of attaining occupational status and income, where change in attainment is generated by the creation of vacant positions in social structure. The distribution of attainments, or the structure of inequality, is assumed fixed and described by a simple exponential or geometric distribution function, depending on whether attainment levels are assumed discrete or continuous. Persons leaving the labor force create chains of vacancies in this structure that present mobility opportunities for persons entering the labor force. The implications of the model for the attainment process derived from these considerations for status attainment research and stochastic models for job-mobility are discussed. (Author/JM)

**ED 132 221** UD 016 600

*Yinger, John Danziger, Sheldon*  
 An Equilibrium Model of Urban Population and the Distribution of Income. Discussion Paper 355-76.

Wisconsin Univ., Madison. Inst. for Research on Poverty.

Spons Agency—Department of Health, Education, and Welfare, Washington, D.C.

Report No—IRP-DP-355-76

Pub Date Jul 76

Note—55p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

Descriptors—\*Economic Research, \*Income, Job Skills, \*Labor Economics, Labor Force, Labor Market, \*Mathematical Models, Metropolitan Areas, Migration, Population Distribution, Residential Patterns, Social Class, Socioeconomic Status, Statistical Data, \*Urban Population

The relationship between the level of income and the population of an urban area is a familiar concern in urban economics. Existing models of the relationship between income levels and urban population are considered to assume that there is a homogeneous labor force and, hence, a world in which there is no inequality in the size distribution of income within an urban area. In this paper, a world is modeled in which there are two classes of workers and the relationship between urban population and the distribution of income between these two classes is examined. In particular, it is determined what happens to the degree of inequality in money incomes as urban population increases, if each class of worker is compensated for the higher costs associated with larger urban size. The analysis in this paper is based on a mathematical model of an urban area which allows us to calculate how the income distribution—as measured by a Gini coefficient—changes as urban population changes. This model is solved numerically for a variety of assumptions about the initial size of the urban population and its division between skill classes, initial income distribution, commuting costs, and several other parameters. The findings of the simulations using this model are then tested using data for a sample of metropolitan areas. (Author)

**ED 132 222** UD 016 601

*King, Edith W.*

Ethnicity: Its Implications for Teaching in Urban Secondary Schools.

Pub Date Nov 75

Note—30p.; Paper presented at the National Conference on Urban Education (1st Kansas City, Missouri, November 24-26, 1975)

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

Descriptors—African American Studies, Arabs, Case Studies, Cultural Background, Cultural Education, Cultural Factors, Curriculum Development, Educational Development, \*Ethnic Groups, \*Ethnic Studies, Mexican Americans, \*Models, Negroes, \*Secondary Schools, \*Urban Teaching

This paper examines some theoretical models and approaches in ethnic education and the implications for schools in populous and diverse urban centers. It then focuses on four ethnic heritage groups that frequently populate urban areas—Afro-Americans, Mexican-Americans, Arab-Americans, and Irish-Americans. These four ethnic groups are used as case studies and examples for examining issues and problems in developing ethnic education for our multicultural and highly diverse society. The theoretical models and approaches are introduced by noting that Andrew Greeley has made a distinct contribution by detailing various perspectives for the study of ethnicity. His various models for describing the dynamics of ethnicity are presented here, as well as one developed by the staff of the Ethnic Heritage Studies Project, for use in preparing curriculum materials. As a conclusion for this paper, several of the student activities from the project which are currently being developed are included as an example of the impact of ethnicity and teaching in multicultural, urbanized society. (Author/JM)

**ED 132 223** UD 016 602

*Rosenman, Martin F.*  
 Attitudes Toward Family Planning Programs for the Black Community.

Spons Agency—National Inst. of Child Health and Human Development (NIH), Bethesda, Md.

Pub Date Mar 76

Grant—PHS-HD-05774

Note—7p.; Version of a paper presented at the Meeting of the Southeastern Psychological Association (New Orleans, Louisiana, March 1976); Not available in hard copy due to marginal reproducibility of original document

**EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.**

**Descriptors**—Community Surveys, \*Family Planning, \*Field Interviews, Government Role, \*Negro Attitudes, Pilot Projects, \*Political Attitudes, Political Issues, Public Policy, Racial Attitudes, \*Racial Differences, Sex Differences, Social Attitudes, Socioeconomic Status  
**Identifiers**—\*Georgia (Decatur)

A pilot survey, administered in 1972, was designed to assess a rough cross section of attitudes toward birth control in both black and white neighborhoods. A survey of 41 male and 39 female white residents of Decatur, Georgia, was conducted primarily to get an indication of how attitudes held by whites relate to feelings about family planning programs for black people. Another objective was to compare the attitudes of black people and white people toward government, family planning, and new, radical birth control proposals. An 87-item interview was administered to all of the respondents by one white female interviewer. Interviews with 41 male and 40 female black residents were conducted by 11 black interviewers. Several questions appeared on both the white and black survey questionnaires, making comparisons possible. The statement that "whites practice birth control more often than blacks" was endorsed by 69 percent of the black sample and by 85 percent of the white sample. Agreement with the view that "poverty programs are a way of keeping poor people quiet" was expressed by 64 percent of males, regardless of race and by 41 percent of black and 27 percent of white females. The interview was revised based on the results of the pilot survey, additional review of printed literature related to opposition to family planning in the black community, and the selection of several appropriate questions used by other investigators. (Author/RJM)

**ED 132 224** UD 016 603

Lede, Naomi W.

**Voluntary Urban Relocation: An Ecological and Attitudinal Study of a Housing Alternative.**

Houston-Galveston Area Council, Houston, Tex.

Pub Date Aug 73

Note—109p.

**EDRS Price MF-\$0.83 HC-\$6.01 Plus Postage.**

**Descriptors**—Age Differences, \*Community Attitudes, Educational Background, Employment Patterns, Family Characteristics, Income, Occupational Surveys, \*Public Housing, Public Opinion, \*Relocation, \*Socioeconomic Influences, Socioeconomic Status, \*Urban Areas, Urban to Suburban Migration, Voluntary Integration  
**Identifiers**—\*Model Cities, \*Texas (Houston)

The aim of this investigation is to report on the perceptions and attitudes of a special group of residents toward voluntary urban relocation. Using respondents from two Model Cities neighborhoods in Houston, Texas, the survey focuses on specific socioeconomic variables such as income, education, occupation, employment status, family size, and age. In addition, the study explores attitudes and perceptions toward particular forms of public housing, namely, Section 235 and Section 236 of the National Housing Act, attitudes toward their community, attitudes toward voluntary urban relocation, and general information concerning relocation policies and procedures. When appropriate, trends as seen in the relationship of variables are noted and analyzed in terms of their overall implications. In this study, the problem of voluntary urban relocation and its many manifestations, as revealed through the perceptions and attitudes of a random sample of low-to-moderate income persons living in selected areas of Houston, is explored. The instrument of investigation was an interview schedule with questions on particular areas of concern. The interview schedule was divided into two parts. The first part sought answers to questions on the socioeconomic status of the respondents; the second, on resident attitudes toward voluntary urban relocation and select types of public housing. (Author/JM)

**ED 132 225** UD 016 604

Sala, Frank C.

**Implementation and Evaluation of a Desegregation Model for the Erie, Pennsylvania School District.**

Pub Date 76

Note—440p.; Ed.D. practicum paper, Nova University

**EDRS Price MF-\$0.83 HC-\$23.43 Plus Postage.**

**Descriptors**—Academic Achievement, Bus Transportation, Court Litigation, Elementary

Schools, Enrollment Projections, Enrollment Trends, Integration Effects, Interest Tests, \*Models, Practicum, \*Program Effectiveness, \*Program Evaluation, Program Planning, \*School Integration, Self Esteem  
**Identifiers**—Emergency School Aid Act, ESAA, \*Pennsylvania (Erie)

This report presents the evaluation of a court approved desegregation plan for elementary schools in the school district of the City of Erie, Pennsylvania, starting with the school year in September 1975. The plan was that the district's elementary school would house grades K-5. Two elementary schools, Garfield and Longfellow, would close and pupils would be reassigned. The Harding school would continue as a city wide open enrollment school. Burton school, exempted by court, would not be balanced. Wayne school would be an elementary school in transition, housing only grades 3-6. The district's middle schools would house grades 6-8. The academic high schools would house grades 9-12. The report compares projected pupil statistics under the proposed plan and actual pupil enrollment. Also presented are implementation activities for the Emergency School Aid Act; desegregation plan for the second year; and the conceptualization, design, and implementation of an evaluation to measure the effect (if any) of desegregation on pupil achievement, interest in school, and self esteem. The findings of the study focus on a "smooth implementation of the desegregation plan...attributed to careful planning and implementation activities". (Author/RJM)

**ED 132 226** UD 016 614

Pierce, Nancy Higgins, Donal

**An Assessment of Volunteer Needs in the Boerum Hill - Fort Greene Area of Brooklyn, New York.**

Pub Date Sep 76

Note—66p.

**EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.**

**Descriptors**—Administrative Personnel, \*Administrator Attitudes, Annotated Bibliographies, \*Community Agencies (Public), Community Attitudes, \*Community Surveys, Human Resources, Job Development, Program Design, \*Voluntary Agencies, \*Volunteers, Volunteer Training  
**Identifiers**—\*New York (New York)

A study of the feasibility of a central volunteer bureau and referral service was conducted. The target area was a section of Brooklyn called Gowanus-Boerum Hill - Fort Greene. A list of area agencies within walking distance of the YWCA there was compiled. A questionnaire was administered via interview. It was found that agencies within the YWCA area have a history of using volunteers. Agencies not currently using volunteers were interested in using them. Consequently there was a need for volunteer services. The contacted agencies were in favor of a centralized recruitment pool. The areas of significant need were clerical, tutoring, and recreation. The type of volunteer that has succeeded in the past was said to have motivation, competence, commitment, rapport, and social maturity. A program design was presented that described two alternatives: the all-inclusive approach and the focussed approach. The design further elaborated upon these alternatives. Special consideration was given to union and administrative volunteers. Three appendices are included as further amplification of the study, covering material obtained on community perceptions of needs, and both human and written resources useful in operating volunteer programs. (Author/JM)

**ED 132 227** UD 016 615

Wagenheim, Kal And Others

**Puerto Ricans in the Continental United States: An Uncertain Future.**

Commission on Civil Rights, Washington, D.C.

Pub Date Oct 76

Note—168p.

**EDRS Price MF-\$0.83 HC-\$8.69 Plus Postage.**

**Descriptors**—Census Figures, Civil Rights, \*Demography, Educational Needs, \*Educational Problems, \*Employment Problems, Family Characteristics, Federal Government, Government Role, Income, \*Migrants, Occupational Surveys, Public Policy, \*Puerto Ricans, United States History  
**Identifiers**—\*Puerto Rico

The purpose of this Commission on Civil Rights report is to: (1) provide policymakers and the general public with greater insight into the

unique history of mainland Puerto Ricans, and the continuing grave difficulties that afflict a large sector of the community; (2) provide useful source material for further research; and (3) recommend government action to address the special needs of mainland Puerto Ricans. The facts contained in this report confirm that Puerto Ricans comprise a distinct ethnic group. This report also documents uses of specific government laws and programs that are designed to assist Puerto Ricans and other minority groups, and yet have fallen far short of their mandated goals. The data in this report stem from several sources: the Commission hearings on Puerto Ricans conducted in New York City in February 1972; a series of regional studies and open meetings conducted between 1971 and 1976 by the Commission's State Advisory Committees in New York, New Jersey, Pennsylvania, Massachusetts, Illinois, and Connecticut; research and personal interviews conducted by Commission staff; data developed by the U. S. Bureau of the Census, the U. S. Department of Labor, and the Commonwealth of Puerto Rico; and a number of other studies by various scholars, organizations, and government agencies. (Author/JM)

**ED 132 228**

UD 016 616

Wohl, Seth F.

**Staff Role Expectations: A Study of Alternative High Schools—1975. Research Report. Cooperative Research City Tax Levy Program.**

New York City Board of Education, Brooklyn, N.Y. Office of Educational Evaluation.

Pub Date Jun 76

Note—44p.

**EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.**

**Descriptors**—Administrator Attitudes, \*Alternative Schools, Comparative Analysis, Demography, High Schools, \*Principals, \*Role Perception, \*Secondary School Teachers, Self Concept, Surveys, Teacher Attitudes, Teacher Characteristics, \*Teacher Role, Traditional Schools, Urban Schools  
**Identifiers**—New York (New York)

This study explores teacher and principal role expectations in conventional versus alternative secondary school settings. A 59-item "Role Expectations Instrument" was to give to 472 teachers in 11 conventional high schools, each having a mini-school associated with it, and in five independent alternative high schools. In addition, 11 principals of conventional high schools and five directors of independent alternative high schools completed a related questionnaire. The independent alternative schools had the youngest and most inexperienced staff with the least advanced academic educational credits. Mini-school staffs, on the other hand, greatly resembled the high school faculty group from which they had been derived. In conclusion, independent alternative school staffs, both attitudinally and demographically, perceived themselves very differently from mini-school alternative staffs who had self-selected themselves from their older conventional high school parental organizations. On many dimensions, mini-school faculties showed greater positivity and greater statistically significant differences from regular high school staffs than did their independent alternative colleagues. (Author/JM)

**ED 132 229**

UD 016 617

**Evaluation of the Upward Bound Program. Executive Summary. Planning/Evaluation Study.**

Office of Education (DHEW), Washington, D.C. Office of Planning, Budgeting, and Evaluation.

Pub Date Oct 76

Note—14p.

**EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.**

**Descriptors**—Academic Achievement, Admission (School), College Bound Students, \*Compensatory Education Programs, \*Disadvantaged Youth, Financial Support, Higher Education, High School Graduates, \*High School Students, National Surveys, \*Post Secondary Education, Program Costs, \*Program Evaluation, Student Characteristics, Student Motivation  
**Identifiers**—\*Upward Bound

The primary goal of this study was to evaluate two of the Upward Bound (UB) program's major objectives: (1) increasing the high school completion rate of its participants, and (2) increasing the rate of entry of its participants into postsecondary institutions. Evaluation of attainment of actual skills and motivation was a secondary goal of the study. Another secondary goal was to

provide a detailed national description of the UB program. Major findings were as follows. The UB program participants did not exhibit an increased rate of high school completion. High school completion, however, was reasonably high for both the UB student sample and a comparison group of similar non-UB students. There was no apparent relationship between UB participation and improvement on measures of academic performance. The UB program does appear to be increasing entry into postsecondary education. Rate of entry to postsecondary education was found to be positively related to length of participation in UB. About 76 percent of the UB students beginning postsecondary education entered four-year colleges and universities; about 17 percent entered two-year colleges; and the rest entered vocational, trade, or other schools. (Author/JM)

**ED 132 230** UD 016 620  
**American American Studies Project. The Chinese American Experience and the Japanese American Experience. Secondary Level Guide Grade 8.**

Richmond Unified School District, Calif.

Pub Date Aug 73

Note—218p.; Not available in hard copy due to marginal print quality of original document; Best copy available

EDRS Price MF-\$0.83 Plus Postage. HC Not Available from EDRS.

Descriptors—\*Asian Americans, Audiovisual Aids, Bibliographies, Booklists, Chinese Americans, Curriculum Development, \*Curriculum Guides, Educational Resources, \*Grade 8, Japanese Americans, Lesson Plans, \*Resource Guides, Secondary Education, \*United States History, Vocabulary Development  
Identifiers—\*California (Richmond)

This guide provides an opportunity for students and teachers of all racial and ethnic backgrounds to gain a more in-depth perspective of United States history by revealing the hardships, struggles, and contributions of Asians. The materials and lessons contained within this guide supplement the U.S. history textbooks currently in use at the eighth grade level. The Guide is prefaced by a general statement of goals and objectives for teachers. The lessons are arranged chronologically and topically. Each lesson is prefaced by a page or two suggesting (a) the Textbook References; (b) the Supplementary Reading to be read by the student with each lesson; (c) Assignments and Activities for the lesson; and (d) additional References. Each lesson is concluded with a set of vocabulary and questions based upon each Supplementary Reading. Included in the Guide are other materials which the teacher or student might find useful and enhancing: (a) "The Chinese and Japanese in America: A Chronology"; (b) "The Chinese and Japanese in America: A Biography" outlining the achievements and contributions of outstanding Asian-Americans; (c) a general "Bibliography of Books on Japanese and Chinese Americans"; (d) a list of books pertaining to Chinese and Japanese available in the Richmond Public Library; (e) a "Glossary of Terms"; and (f) reference guide on pertinent audiovisual materials. (Author/JM)

**ED 132 231** UD 016 626  
**WIS. World of Inquiry School.**  
Rochester City School District, N.Y.  
Spons Agency—National Science Foundation, Washington, D.C.

Pub Date 76

Note—58p.

EDRS Price MF-\$0.83 HC-\$3.50 Plus Postage.

Descriptors—\*Alternative Schools, Continuous Progress Plan, Educational Finance, \*Elementary Schools, Financial Support, Flexible Progression, \*Individualized Instruction, \*Non-graded System, Parent Participation, Program Evaluation, \*School Organization, School Personnel, School Support, Teacher Education, Ungraded Schools  
Identifiers—\*New York (Rochester), World of Inquiry School

The World of Inquiry School opened in September 1967 with an enrollment of 120 children accepted from the entire city of Rochester and Monroe County. By September 1973, enrollment had increased to 275. The school reflects major departures in educational attitudes, techniques and programs, with children being brought together from different educational, cultural, racial and ethnic backgrounds. One of the basic

tenets followed at WIS is that chronological age is not the basic determiner of readiness for learning. Another implemented concept is that learning takes place best through active involvement, while greater interest in learning is stimulated through Inquiry and Discovery. Success is measured at WIS in terms of the children's excitement and enthusiasm for learning and their progress toward self-direction and responsibility for their own learning. The make-up of the school is 50 percent Caucasian and 50 percent minority. The following educational practices characterize WIS: (1) Learning is individualized for each child. (2) Each child is given the opportunity to progress at rates, and through routes, best suited to his needs and abilities. (3) Each child is provided with opportunities and environments conducive to inquiry and discovery. (4) Each child has continuous contact with a number of adults in a variety of environments. Urban parents are responding well to the WIS approach as evidenced by large waiting lists. (Author/JM)

**ED 132 232** UD 016 630  
*Lawrence, Joyce V., Mamola, Claire Z.*  
**Publis Education in the United States. A Modularized Course. Elementary Education 3010. Secondary Education 3040.**

Spons Agency—Appalachian State Univ., Boone, N.C. Center for Instructional Development. Pub Date [75]  
Note—358p.

EDRS Price MF-\$0.83 HC-\$19.41 Plus Postage. Descriptors—College Curriculum, Course Descriptions, Course Organization, \*Education Courses, Education Majors, Elementary Secondary Education, Independent Study, Individualized Instruction, Instructional Materials, \*Learning Modules, \*Programmed Instruction, Public Education, \*Teacher Education Curriculum, Teaching Methods, \*Undergraduate Students

This modularized, self-paced study program in Elementary and Secondary Education for K-12 majors is an evolving course of study designed for responsible students. The course is organized into six modules: Trends and Issues in Contemporary Education, Philosophical and Historical Foundations of Education, Administrative Structure and Financing of Public Education, Curriculum/Instruction, Students with Special Needs, and Legal Aspects of Public Education. Module One examines current writers and crucial questions in American education. Options for study within this module also include examination of these questions: What could evaluation be? Is education a profession? What's "in"? Whose values? How can we foster creativity? Module Two is an overview of the development of education in the United States and how major schools of educational thought have affected it. Module Three examines patterns of organization and ways of financing the educational process. Module Four is an overview of organizational concepts in today's schools including alternatives to traditional schooling. Module Five is an opportunity to become acquainted with problems faced by students of various cultures and by students designated "exceptional" as they experience public schooling. Module Six is an introduction to crucial components of current North Carolina law about which all prospective teachers should be knowledgeable. (Author/JM)

**ED 132 233** UD 016 631  
*von Raffler-Engel, Walburga*  
**The Non-Verbal Behavior of Children in a Listening Situation; Theoretical Implications and Practical Applications.**

Pub Date 76  
Note—25p.; Paper presented at the 25th Annual Meeting of the American Anthropological Association (Washington, D. C., 1976)

EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage.

Descriptors—\*Age Differences, Anthropology, \*Body Language, Elementary School Students, Individual Development, \*Interaction Process Analysis, Linguistics, \*Listening, \*Negro Youth, Nonverbal Communication, Paralinguistics, Preschool Children, Secondary School Students, Social Background, Story Telling  
The present paper is part of a long range research project in Developmental Kinesics. The gist of the project is empirical: the object is to find out what happens rather than look for anything in particular or test a hypothesis. The methodology for the analysis is ethnological in ap-

proach. Empirical observations are carefully described. Subsequently, attempts are made to classify these observations according to the structure which emerges from the data, and to discern possible causes and effects. This specific paper presents the results of the sub-project dealing with Black Kinesics. Ten hours of live video tape were recorded. The subjects were 36 Black children, ranging from three to eighteen years of age. All children were healthy, of good intelligence, residents of Nashville, Tennessee, and from three different social backgrounds: professional, skilled and unskilled labor. Subjects were told stories by an adult and were asked to retell the story to other subjects. Interactants were randomly mixed and grouped according to age, sex, sibling status, and socioeconomic status. Most subjects appeared in three situations—as hearer to adult speaker, as speaker to another child, and as hearer to a child. The story teller and all the children were Black, as were all the technicians on the television crew who did the taping. Observations made as a result of the project show that the child's non-verbal behavior follows a developmental curve depending on age and that there are striking differences in behavior according to sex. (Author/JM)

**ED 132 234** UD 016 632  
*Carrington, Christine H., Sedlacek, William E.*  
**Attitudes and Characteristics of Black Graduate Students.**

Maryland Univ., College Park. Cultural Study Center. Report No—CSC-RR-3-76  
Pub Date 76

Note—12p.  
EDRS Price MF-\$0.83 HC-\$1.67 Plus Postage. Descriptors—Doctoral Programs, Educational Attitudes, Educational Needs, Financial Support, \*Graduate Students, Marital Status, \*Negro Students, Occupational Aspiration, Policy Formation, Racial Attitudes, School Attitudes, \*Student Attitudes, \*Student Characteristics, Student Participation, \*Surveys  
Identifiers—\*University of Maryland

A random sample of 176 black graduate students at the University of Maryland, College Park was sent an anonymous questionnaire concerning their characteristics and attitudes towards academic and nonacademic variables. They tended to agree most strongly that they were certain of their vocational goal, that there was at least one person in their department they could talk to regularly, that black students usually take longer to get their degrees than white students, that black faculty seem interested in black students, and that the racial climate on campus is generally tense. They tended to disagree most strongly with statements that students have ample opportunity to participate in policy making, that channels for expressing student complaints are readily available, that social life for black students on campus is good, that most administrators act like they really care about students, and that there is good communication between black students and the administration. Students reported that what they like most about the University was the location (29 percent) and the quality of education (27 percent). They liked least the racism they encountered (23 percent), the bureaucracy and red tape (23 percent), and the lack of an intellectual atmosphere (14 percent). Forty-seven percent reported that there were no black faculty in their department. (Author/JM)

**ED 132 235** UD 016 633  
*Pascua, Reynaldo, Jr.*  
**Rural Asian Americans—An Assessment. A Report of the Yakima Valley Asian American Task Force.**

Washington State Commission on Asian-American Affairs, Olympia. Pub Date Jul 76  
Note—44p.

EDRS Price MF-\$0.83 HC-\$2.06 Plus Postage.

Descriptors—\*Administrator Attitudes, \*Asian Americans, Case Studies, Chinese Americans, Community Agencies (Public), \*Employer Attitudes, \*Employment Problems, Filipino Americans, IndoChinese, Japanese Americans, Korean Americans, Local Government, Public Officials, \*Rural Population, Statistical Data Identifiers—\*Yakima Valley  
Underlying this report on Asian Americans in Central Washington State is the concept that Asian Americans do have common problems, ex-

periences and needs. An extension of this concept is that Asians should point out institutional racism when appropriate, and take their place as members of American society in the dual spirit of self-determination and cultural pluralism. Included in this report are statistics on Yakima Valley Asian Americans, a brief look at the historical process, and a special section headed "Attitudes and Employment". This final section, divided into three topics, is the most important. The employment attitudes toward Yakima Valley Asians are examined in light of the jobs Asians presently occupy, the general employment picture in the Valley, and the area's "Affirmative Action" programs. The problem outlined in the final section requires the concern of Asian Americans and non-Asian Americans. Information was culled from government documents and research, area publications, and from people. Interviews were recorded with representatives of wide sectors of the social environment: city, county, and state government officials, private agencies, local newspapermen, produce middlemen, a minister, small farm workers, laborers, farmers, students, and community people. Asian Americans and non-Asian Americans, community leaders and community people were interviewed. (Author/JM)

**ED 132 236** UD 016 635

*Chin, Laura, Ed. And Others*

**The Farmington Report: A Conflict of Cultures. A Report of the New Mexico Advisory Committee to the United States Commission on Civil Rights.....**

New Mexico State Advisory Committee to the U.S. Commission on Civil Rights, Santa Fe.

Pub Date Jul 75

Note—194p.

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Alcoholism, American Indians, \*Civil Rights, Community Attitudes, \*Culture Conflict, Economic Factors, Employment Problems, Health Services, Law Enforcement, \*Local Government, Medical Services, \*Navaho, Public Officials, \*Reservations (Indian), Social Factors

Identifiers—\*New Mexico (Farmington)

In response to numerous complaints from Navajo leaders, the New Mexico Advisory Committee undertook this study of the complex social and economic relationships that bind the city of Farmington and the Navajo Reservation. This report examines issues relating to community attitudes; the administration of justice; provisions of health and medical services; alcohol abuse and alcoholism; employment; and economic development on the Navajo Reservation and its real and potential impact on the city of Farmington and San Juan County. From testimony of participants during a three-day open meeting in Farmington and from extensive field investigation, the Advisory Committee has concluded that Native Americans in almost every area suffer from in-

justice and maltreatment. Recommendations are addressed to local, county, State, and Federal agencies. They include: establishing a human relations committee in Farmington; developing a comprehensive alcohol abuse and alcoholism program; coordination between public and private health facilities to provide adequate services to Navajos; upgrading the community relations program of the Farmington Police Department; affirmative action by private and public employers; and compliance with the "Indian Preference" clause by private employers on the reservations. (Author/JM)

**ED 132 237**

UD 016 650

*Schumer, Florence Deutsch, Cynthia P.*

**An Exploration of Transfer of Independent Behavior From Enrichment Classrooms in Harlem to a Non-Classroom Behavioral Situation. Final Report for Research Period September 1st, 1969 to August 31st, 1970.**

New York Univ., N.Y. Inst. for Developmental Studies.

Spons Agency—Office of Economic Opportunity, Washington, D.C.

Pub Date Apr 70

Contract—OEO-BOO-5097(A)

Note—265p.; For an earlier report, see ED 038 463

**EDRS Price MF-\$0.83 HC-\$14.05 Plus Postage.**

Descriptors—Behavior Patterns, Check Lists, \*Enrichment Programs, Grade 3, \*Measurement Instruments, \*Measurement Techniques, \*Minority Group Children, Program Descriptions, Program Evaluation, \*Rating Scales, Sociometric Techniques, Student Behavior, Teacher Rating

Identifiers—\*New York (Harlem)

The last year of work of a two-year study designed to systematically evaluate the construct of independence in a special ghetto population and its relationship to other variables are described in this report. In this process, several reliable measurement techniques emerge including the classroom behavior checklist, sociometric methods, measures of creativity, and various behavioral situations for assessing independent behavior. The checklist shows excellent potential for use in other investigations, as it yields high independent rater agreement in regard to classifying children into the relevant classifications. Methods for assessing creativity are adopted from existing techniques and again, high interviewer reliability is found. A major result of this work involves offering to the professional community various measurement techniques for further refinement. It is suggested that independence, as a behavioral construct, requires careful definition in the context of the specific exploration in which an investigator is involved. The construct of inde-

pence, designated either through teachers' ratings or checklist classifications, does not seem to be related to the kinds of creativity measures and personality variables that are employed. (Author/AM)

**ED 132 238**

UD 016 655

**Evaluating Compensatory Education. An Interim Report on the NIE Compensatory Education Study.**

National Inst. of Education (DHEW), Washington, D.C.

Pub Date 30 Dec 76

Note—196p.; Table C-2 has been deleted from this document for reproducibility reasons

**EDRS Price MF-\$0.83 HC-\$10.03 Plus Postage.**

Descriptors—Boards of Education, \*Compensatory Education Programs, Cost Effectiveness, Data Analysis, Educational Accountability, \*Educational Finance, Federal Aid, Federal Programs, Individualized Instruction, Language Arts, Mathematics Instruction, Program Administration, Program Descriptions, \*Program Evaluation, Reading Instruction, Remedial Instruction, Research Methodology, \*Resource Allocations, \*Special Services, State Programs, Student Development, Teacher Education

Identifiers—\*Elementary Secondary Education Act Title I, ESEA Title I, \*National Institute of Education, NIE

This interim report, the first of three requested by Congress from NIE, is in response to Congress' instructions to NIE via the 1974 ESEA amendments to (1) conduct a study of compensatory education programs which would examine the fundamental purposes and effectiveness of the programs, (2) analyze ways of identifying children in greatest need of compensatory education, (3) consider alternative ways of meeting these children's needs, and (4) consider the feasibility, costs, and consequences of alternative means of distributing Federal compensatory education funds. The present report describes how NIE's research strategy dealt with Congress' instructions and also discusses the fundamental purposes of compensatory education programs and the manner in which NIE is assessing the effectiveness of current programs and the consequences of possible changes. The research strategy according to which NIE is conducting its overall study consists of 35 projects organized into the four areas of funds allocation, compensatory services, student development, and administration. Findings from the NIE survey include the following: that in the 1975-76 school year, ESEA Title I represented 3% of total national expenditures and that 90% of the nation's school districts received Title I funds; that the services provided by Title I funds were quite diverse and varied with SES of the school district populations; that students in Title I districts appeared to be concentrated in grades 1-6; and that many students received instruction in more than one subject area—the average amount of time spent in compensatory education being five and one-half hours per week. (RJ)

## Subject Index

This index lists titles of documents under the major subject terms that have been assigned to characterize their contents. The subjects, which conform to those presented in the *Thesaurus of ERIC Descriptors*, are in alphabetical order.

As shown in the example below, the accession number is displayed below and to the right of the title. Additional information about the report can be found under that number in the résumé section.

The symbol // appearing after an accession number identifies a document that is not available from the ERIC Document Reproduction Service and that is not in the ERIC Microfiche Collection.

### **Perception**

**Iconic Signs and Symbols in Audiovisual Communication, an Analytical Survey of Selected Writings and Research Findings, Final Report.**

**ED 013 371**

**Accession Number**

#### **Ability**

Socioeconomic Status and Levels of Ability.  
ED 132 190

#### **Ability Grouping**

The Effects of Within Class Reading Grouping  
on the Self-Concept of Third Grade Children.  
ED 131 411//

#### **Ability Identification**

A Study of the Competencies for Cooperating  
Teachers as Perceived by Elementary Education,  
Physical Education, and Secondary Social  
Studies Student Teachers.  
ED 132 145

#### **Abstracts**

Abstracts of Popular Culture: A Quarterly  
Publication of International Popular  
Phenomena. Vol. 1:A.  
ED 131 494//

Investigations in Mathematics Education, Vol.  
9 No. 1.  
ED 132 031

Investigations in Mathematics Education, Vol.  
9 No. 2.  
ED 132 032

Investigations in Science Education, Vol. 2 No.  
1. Expanded Abstracts and Critical Analyses of  
Recent Research.  
ED 132 000

Investigations in Science Education, Vol. 2,  
No. 2. Expanded Abstracts and Critical  
Analyses of Recent Research.  
ED 132 034

#### **Academic Ability**

Changes in Undergraduate Grading Patterns at  
Indiana University, Bloomington Campus,  
1969-1972.  
ED 131 754

#### **Academic Achievement**

Academic Progress at the City University of  
New York: September 1970 to June 1975.  
ED 131 813

Anxiety and Academic Performance: A Review  
of the Literature on Conceptualization.  
ED 131 387//

A Comparison of Scholastic Achievement of  
Mexican-American Pupils in Regular and Bilin-  
gual Groups in a Chicago Public Elementary  
School, [1974-75 School Year].  
ED 131 970

Developmental Studies Project, Post-Secondary  
Disadvantaged. Final Report.  
ED 131 888

The Effect of Air-Conditioning on Student and  
Teacher Performance.  
ED 131 580

Elementary School Social Climate and School  
Achievement.  
ED 131 602

Exploring the Impact of Educational Innova-  
tion: Overview of Project LONGSTEP.  
ED 132 191

Forecasts of Selected Social Indicators of Edu-  
cational Outcomes and Recommended Policy  
Changes. (Final Report).  
ED 131 583

Impact of Educational Innovation on Student  
Performance: Project Methods and Findings for  
Three Cohorts. Project LONGSTEP Final Re-  
port: Volume I. Executive Summary.  
ED 132 176

Impact of Educational Innovation on Student  
Performance: Project Methods and Findings for  
Three Cohorts. Project LONGSTEP Final Re-  
port: Volume I. Appendices.  
ED 132 177

Impact of Educational Innovation on Student  
Performance: Overall Findings for Reading and  
Arithmetic. Project LONGSTEP Final Report:  
Volume I. Supplement.  
ED 132 178

Impact of Educational Innovation on Student  
Performance: Overall Findings for Reading and  
Arithmetic. Project LONGSTEP Final Report:  
Volume I. Supplement. Supporting Appendices.  
ED 132 193

Innovative School Environments and Student  
Outcomes. Project LONGSTEP Final Report:  
Volume II.  
ED 132 179

Migrant Child Education in Missouri, 1976.  
State Annual Evaluation Report for Migrant  
Programs, Title I, ESEA for Fiscal Year 1976.  
ED 131 989

Parental Educational Expectations and Their  
Impact on Student Outcomes. Project LONG-  
STEP Memorandum Report.  
ED 132 181

The Relationship Between ACT Sub-Test  
Scores and Grades Earned: A Correlational  
Study.  
ED 131 902

The Relationship between Text Readability and  
Student Reading Level and Its Effect on Col-  
lege Achievement.  
ED 131 403//

A Report on an Experimental Program in Con-  
ditional Admissions. Office of Institutional  
Research Vol. 14, No. 22.  
ED 132 160

ED 131 814

#### **Academically Handicapped**

An Abbreviated Form of the WISC-R: Is It  
Valid?  
ED 132 200

Visual Information Processing: Evaluation of a  
Training Program for Children with Learning  
Disabilities.  
ED 132 161

#### **Academic Aptitude**

Predicting Academic Achievement Using  
Nonintellectual Factors: A Review of the  
Literature.  
ED 131 355

Relationships Between Teachers' Marks,  
Achievement Test Scores and Aptitude as a  
Function of Grade, Ethnicity and Sex.  
ED 132 197

#### **Academic Aspiration**

Factors Influencing High School Latino Students'  
Aspirations to Go to College: The Urban  
Midwest.  
ED 131 990//

The Stability of Status Projections Among  
Young Women in the South.  
ED 131 991

#### **Academic Education**

Criteria Warranted for Evaluation of Academic  
Programs at The University of Toledo.  
ED 131 759

#### **Academic Enrichment**

Summer Educational Program for the Children  
of Migrant Agricultural Workers, 1976. [North  
Dakota].  
ED 131 995

#### **Academic Failure**

Anxiety and Academic Performance: A Review  
of the Literature on Conceptualization.  
ED 131 387//

#### **Academic Standards**

Accreditation and the Public Interest.  
ED 131 766

#### **Accountability**

Meeting the Demand for Accountability.  
NACUBO Professional File v8 n2.  
ED 131 735

#### **Accounting**

Future Performance Trend Indicators: A Cur-  
rent Value Approach to Human Resources Ac-  
counting. Report I. Internal Consistencies and  
Relationships to Performance By Site. Final  
Report.  
ED 132 160

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Accreditation and the Public Interest.

ED 131 766

The Consumer Interests in Voluntary Accreditation.

ED 132 147

Educational Auditing and Accountability.

ED 131 765

Standards for State Approval of Teacher Education. Sixth Edition.

ED 132 150//

### Achievement

Alianza Bilingue Cultural Progress Inventory. Revised September 1976.

ED 131 976

The Effects of Schools in Victoria on the Science Achievement of Junior Secondary Students. IEA (Australia) Report 1975:2.

ED 132 039//

### Achievement Gains

A Preliminary Study of the Relevance of a Standardized Test for Measuring Achievement Gains in Innovative Arithmetic Programs. Project LONGSTEP Final Report. Volume II. Appendix Report.

ED 132 180

### Achievement Rating

Evaluation of the Family of Man/Minnesota Project Social Studies.

ED 132 074

### ACTION

Coordinating Volunteers Serving Local Governments. An Evaluation of the C/C/R Volunteer Coordination Programs Funded by ACTION.

ED 131 274

### Action Programs (Community)

Coordinating Volunteers Serving Local Governments. An Evaluation of the C/C/R Volunteer Coordination Programs Funded by ACTION.

ED 131 274

### Activism

An Investigation into the Personality Characteristics of Black Activists and Non-Activists Students.

ED 131 910

### Activities

Patterns of Volunteering Activities in Standard Metropolitan Statistical Areas.

ED 131 275

### Adjectives

Patterns of Verbal and Nonverbal Qualification in Very Young Children.

ED 131 720

### Adjustment (to Environment)

A Nontraditional Approach to Counseling International Students.

ED 131 357

### Adjustment Problems

Divorce Counseling.

ED 131 371

### Administrative Organization

Administrative Structure, Effectiveness, and Efficiency. A Prospectus for Research in Organizational Aspects of Education.

ED 131 549

Faculty Manual. A Handbook of Policies and Regulations. Washington State University.

ED 131 812

Hamilton College Faculty Handbook.

ED 131 771

Library Management in the 1970s: An Annotated Bibliography.

ED 131 860

Management and Coordination of a Residential Outdoor Education Program. (A New Model for the Role of Elementary Principals.)

ED 131 533

### Administrative Personnel

Exemplary Competency-Based Vocational Teacher Education Project: Administration/Supervision Component. Competency and Criteria Identification Phase: Professional Competencies and Assessment Criteria for Administrators and Supervisors of Vocational Education Programs in Florida. Series No. 5.

ED 131 249

Fringe Benefits for School Administrators, 1975-76. Part II of National Survey of Fringe Benefits for Professional Personnel in Public Schools, 1975-76. ERS Report.

ED 131 520//

A Project to Determine Teaching Content. Final Report.

ED 131 190

### Administrative Policy

Faculty Manual. A Handbook of Policies and Regulations. Washington State University.

ED 131 812

Hamilton College Faculty Handbook.

ED 131 771

Safety Handbook.

ED 131 246

### Administrative Principles

How School Administrators Make Things Happen.

ED 131 564//

Managing the Occupational Education Laboratory.

ED 131 296//

### Administrative Problems

The Conditions for Success. Council of Europe: Symposium on Modern Languages in Primary Education (Bakkerne, Holte [near Copenhagen], 20-25 September, 1976).

ED 131 699

Improving Occupational Regulation. Officials from 30 States Discuss Common Problems and Search for Solutions. Final Report.

ED 131 213

### Administrator Attitudes

An Assessment of Volunteer Needs in the Boerum Hill - Fort Greene Area of Brooklyn, New York.

ED 132 226

An Evaluation of the Family Life Education Course at Eric Hamber Secondary School. Research Report 75-18.

ED 132 186

A Project to Determine Teaching Content. Final Report.

ED 131 190

Rural Asian Americans--An Assessment. A Report of the Yakima Valley Asian American Task Force.

ED 132 235

### Administrator Background

The State Directors of Special Education: A Summary of Descriptive Information Collected by the National Office, 1976.

ED 131 627

### Administrator Education

Peak Use of Peak Years; An Examination of Mid-Career Potential.

ED 132 117

### Administrator Evaluation

Results Oriented Management in Education. Project R.O.M.E. The Continued Refinement and Development of the Georgia Principal Assessment System and Its Application to a Field-Based Training Program for Public School Principals. Assessment Design-Procedures-Instrumentation-Field Test Results. Final Report: Volume I.

ED 131 590

Results Oriented Management in Education. Project R.O.M.E. The Continued Refinement and Development of the Georgia Principal Assessment System and Its Application to a Field-Based Training Program for Public School Principals. Assessment Design-Procedures-Instrumentation-Field Test Results. Final Report: Volume II. Appendices.

ED 131 590

Review of a College President.

ED 131 786

### Administrator Guides

How School Administrators Make Things Happen.

ED 131 564//

Manual for Developing a Systems Approach to Individualized Instruction. Part I, A Guide for Conducting Workshops in Teaching Reading.

ED 131 536

School and Self Assessment Processes: A Guidebook for School Administrators. A CFK Ltd. Occasional Paper.

ED 131 567

The Teacher Strike: School District Protection Procedures. A Manual for School District Officials on How to Handle a Teachers' Strike.

ED 131 561//

### Administrator Role

Establishing the Administrator's Role in Right to Read; Proceedings of the Conference (Boxborough, Massachusetts, September 17-18, 1975).

ED 131 441

Management and Coordination of a Residential Outdoor Education Program. (A New Model for the Role of Elementary Principals.)

ED 131 533

The Role of the Assistant Principal.

ED 131 579

### Admission (School)

The New Medical College Admissions Tests: New Dimensions in Assessment.

ED 132 043

Toward a Social Audit of Colleges: An Examination of College Student Outcomes in Terms of Admissions Information. ACT Research Report No. 75.

ED 131 805

### Admission Criteria

Minority Barriers Identification Conference (Arlington, Virginia, December 15-17, 1975). Final Report.

ED 131 252

The New Medical College Admissions Tests: New Dimensions in Assessment.

ED 132 043

A Report on an Experimental Program in Conditional Admissions. Office of Institutional Research Vol. 14, No. 22.

ED 131 814

Summarization of Empirical Findings on New Freshman Admissions Standards.

ED 131 794

### Adolescence

Effects of Coeducation on Adolescent Values.

ED 131 348

### Adolescents

Adolescent Fertility--Risks and Consequences. George Washington University, Department of Medical and Public Affairs Population Reports, Series J, Number 10, July 1976. Family Planning Programs.

ED 131 391

A Brief Bibliography for the Sex Educator.

ED 132 123

Effectiveness of a Therapeutic Camping Program for Delinquent Adolescents.

ED 131 378//

Tests and Measurements in Child Development: Handbook II. [Volumes I and II].

ED 132 207//

### Adult Basic Education

Adult Basic Education Instructional Materials Guide.

ED 131 896

A Curriculum Guide for the Mid-Alabama Adult and Vocational Education Demonstration Center.

ED 131 259

Helpful Hints in Teaching Adult Basic Education for the Mid-Alabama Adult and Vocational Education Demonstration and Training Center.

ED 131 183

Selected Strategies for Teaching Adults.

ED 131 453

Teacher Training Project in Adult Basic Education. September 1975 through August 1976.

ED 131 278

### Adult Education

Adult Learning: Issues and Innovations. Information Series No. 8.

ED 131 197

Directory of Resources in Adult Education 1976.

ED 131 182

Harrap's Handbook for Literacy Tutors.

ED 131 196//

Helping to Develop a Provincial Continuing & Community Education Policy. A Paper Inviting Public Response.

ED 131 268

Ideology and Adult Education in Sweden: Lesson for the U. S.

ED 131 258

- Implementation of a Program and Delivery System for Comprehensive Career Education in a Rural Area. Interim Report.** ED 131 315
- Master Plan for Higher Education in Connecticut 1974-1979. Biennial Supplement, 1976. Document No. 76-F-55(e)-001.** ED 131 787+
- Presentation of Projects, 1975/6.** ED 131 866
- Research and Investigation in Adult Education: 1976 Annual Register.** ED 131 181
- The Role of Counseling in an Associate Degree in Labor Studies Program: Counseling in a Work Oriented Setting (The Importance of Including Counseling Courses within the Curriculum of the Associate Degree in Labor Studies Program at the Community College Level).** ED 131 392
- A Sourcebook on Radio's Role in Development. Information Bulletin Number 7.** ED 131 868
- Study Guide for Teaching English to Speakers of Other Languages.** ED 131 678
- A Study of the Competencies Unique to the Educators of Adults in the Vocational, Technical and Adult Education System. Final Report.** ED 131 304
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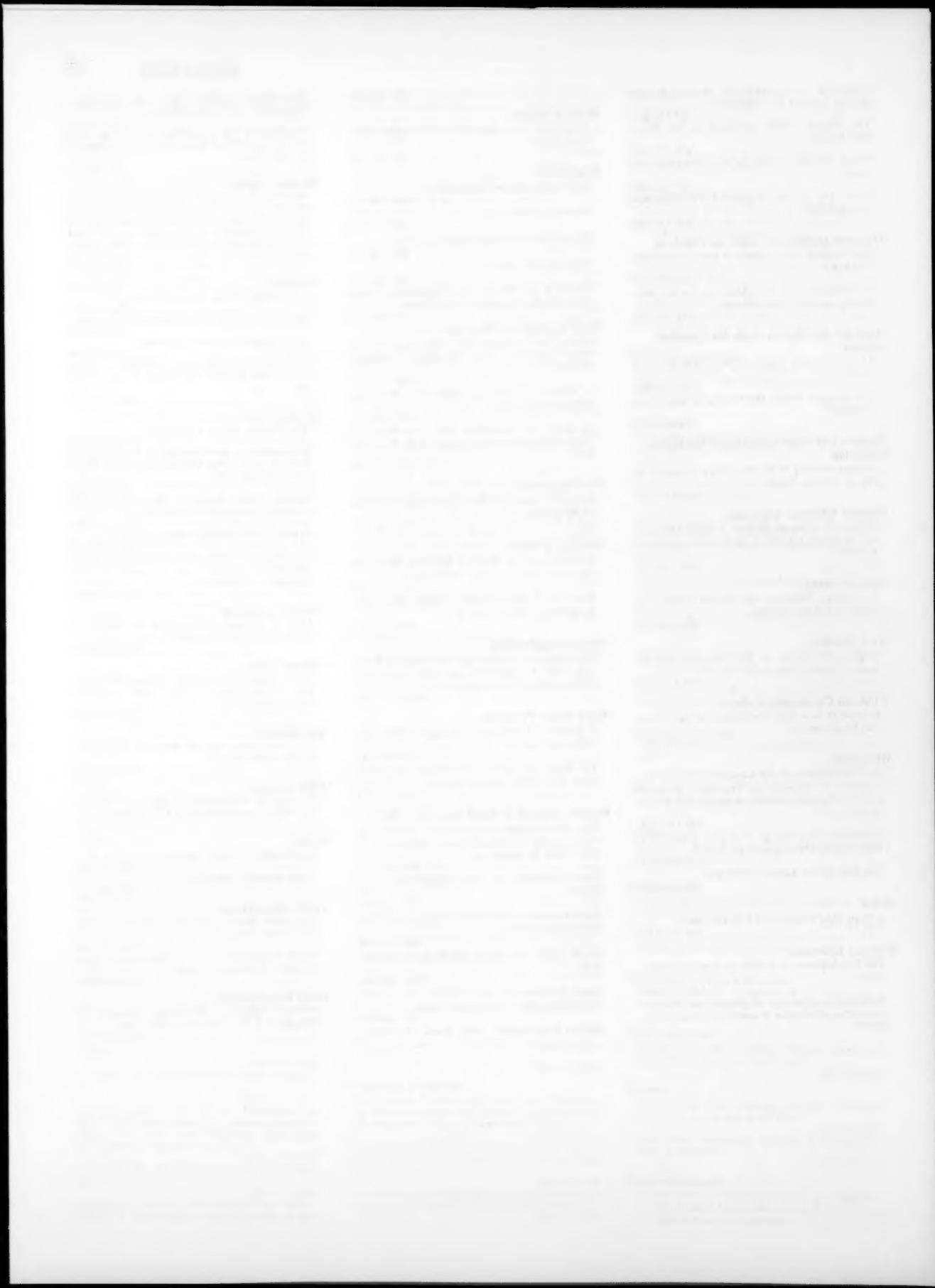
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FL	Languages and Linguistics
HE	Higher Education
IR	Information Resources

JC	Junior Colleges
PS	Early Childhood Education
RC	Rural Education and Small Schools
SE	Science, Mathematics, and Environmental Education
SO	Social Studies/Social Science Education
SP	Teacher Education
TM	Tests, Measurement, and Evaluation
UD	Urban Education

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CE008178	ED131218	CE008714	ED131277	CE009061	ED131336
CE008180	ED131219	CE008719	ED131278	CE009062	ED131337
CE008185	ED131220	CE008729	ED131279//	CE009066	ED131338
CE008189	ED131221	CE008731	ED131280	CE009067	ED131339
CE008190	ED131222	CE008777	ED131281	CE009070	ED131340
CE008206	ED131223	CE008870	ED131282	CE009071	ED131341
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CE008229	ED131225	CE008872	ED131284		
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CE008237	ED131227	CE008874	ED131286	CG006095	ED131344
CE008239	ED131228	CE008878	ED131287	CG006215	ED131345
CE008244	ED131229	CE008884	ED131288	CG006229	ED131346
CE008245	ED131230	CE008894	ED131289	CG006254	ED131347
CE008246	ED131231	CE008898	ED131290	CG006332	ED131348
CE008254	ED131232	CE008904	ED131291	CG007120	ED131349
CE008271	ED131233	CE008905	ED131292	CG007122	ED131350
CE008289	ED131234	CE008906	ED131293	CG007126	ED131351
CE008295	ED131235	CE008907	ED131294	CG007217	ED131352
CE008302	ED131236	CE008919	ED131295	CG010900	ED131353
CE008303	ED131237	CE008921	ED131296//	CG010901	ED131354
CE008306	ED131238	CE008927	ED131297	CG010902	ED131355
CE008314	ED131239	CE008928	ED131298	CG010903	ED131356

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CG010905	ED131358	CS003058	ED131455	EA008871	ED131552
CG010907	ED131359	CS003059	ED131456	EA008872	ED131553
CG010908	ED131360	CS202988	ED131457//	EA008874	ED131554
CG010909	ED131361	CS202993	ED131458//	EA008875	ED131555//
CG010910	ED131362	CS202995	ED131459//	EA008876	ED131556
CG010911	ED131363	CS202996	ED131460//	EA008877	ED131557
CG010912	ED131364	CS202997	ED131461//	EA008878	ED131558
CG010913	ED131365	CS202999	ED131462//	EA008879	ED131559
CG010914	ED131366	CS203000	ED131463//	EA008880	ED131560
CG010915	ED131367	CS203002	ED131464//	EA008883	ED131561//
CG010916	ED131368	CS203035	ED131465	EA008884	ED131562
CG010917	ED131369	CS203042	ED131466	EA008885	ED131563
CG010918	ED131370	CS203043	ED131467	EA008886	ED131564//
CG010919	ED131371	CS203045	ED131468	EA008887	ED131565
CG010925	ED131372//	CS203049	ED131469//	EA008888	ED131566
CG010926	ED131373//	CS203050	ED131470	EA008889	ED131567
CG010927	ED131374//	CS203051	ED131471	EA008890	ED131568
CG010928	ED131375//	CS203054	ED131472	EA008891	ED131569
CG010929	ED131376//	CS203055	ED131473	EA008892	ED131570
CG010930	ED131377//	CS203056	ED131474	EA008893	ED131571//
CG010931	ED131378//	CS203057	ED131475	EA008894	ED131572//
CG010932	ED131379//	CS203058	ED131476	EA008895	ED131573
CG010933	ED131380//	CS203059	ED131477	EA008896	ED131574
CG010934	ED131381//	CS203060	ED131478	EA008897	ED131575
CG010935	ED131382//	CS203061	ED131479	EA008898	ED131576
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CG010937	ED131384//	CS203063	ED131481//	EA008900	ED131578
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CG010939	ED131386//	CS203065	ED131483	EA008902	ED131580
CG010940	ED131387//	CS203066	ED131484//	EA008903	ED131581
CG010941	ED131388//	CS203067	ED131485	EA008904	ED131582
CG010942	ED131389//	CS203068	ED131486	EA008905	ED131583
CG010951	ED131390	CS203069	ED131487//	EA008906	ED131584
CG010952	ED131391	CS203070	ED131488//	EA008907	ED131585
CG010953	ED131392	CS203071	ED131489//	EA008908	ED131586
CG010955	ED131393	CS203072	ED131490	EA008909	ED131587
CS002517	ED131394//	CS203073	ED131491//	EA008910	ED131588
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CS002802	ED131396//	CS203076	ED131494//	EA008914	ED131590
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CS002969	ED131402//	CS203083	ED131500//	EA008924	ED131596
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CS002976	ED131404//	CS203085	ED131502	EA008927	ED131598
CS002977	ED131405//	CS501529	ED131503	EA008928	ED131599
CS002978	ED131406//	CS501547	ED131504	EA008933	ED131600
CS002979	ED131407//	CS501548	ED131505	EA008934	ED131601
CS002980	ED131408//	CS501549	ED131506	EA008935	ED131602
CS002981	ED131409//	CS501550	ED131507	EA008936	ED131603//
CS002982	ED131410//	CS501551	ED131508	EA008937	ED131604
CS002983	ED131411//	CS501552	ED131509	EA008990	ED131605
CS002984	ED131412//	CS501553	ED131510	EC082960	ED131606
CS003010	ED131413//	CS501554	ED131511	EC091800	ED131607
CS003011	ED131414	CS501555	ED131512	EC091801	ED131608//
CS003012	ED131415//	CS501556	ED131513	EC091803	ED131609
CS003014	ED131416//	CS501557	ED131514//	EC091804	ED131610
CS003015	ED131417	CS501558	ED131515//	EC091805	ED131611
CS003016	ED131418	CS501559	ED131516//	EC091807	ED131612//
CS003017	ED131419//	EA007297	ED131517	EC091825	ED131613
CS003018	ED131420//	EA007298	ED131518	EC091827	ED131614
CS003020	ED131421	EA008718	ED131519//	EC091828	ED131615
CS003022	ED131422	EA008719	ED131520//	EC091829	ED131616
CS003023	ED131423	EA008720	ED131521//	EC091830	ED131617
CS003024	ED131424	EA008730	ED131522	EC091831	ED131618
CS003025	ED131425	EA008751	ED131523	EC091832	ED131619
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CS003027	ED131427	EA008783	ED131525	EC091834	ED131621
CS003028	ED131428	EA008784	ED131526	EC091835	ED131622
CS003029	ED131429	EA008785	ED131527	EC091836	ED131623//
CS003030	ED131430//	EA008837	ED131528	EC091837	ED131624
CS003031	ED131431	EA008843	ED131529	EC091838	ED131625
CS003032	ED131432	EA008845	ED131530//	EC091839	ED131626
CS003033	ED131433	EA008846	ED131531	EC091840	ED131627
CS003034	ED131434	EA008848	ED131532	EC091841	ED131628
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CS003043	ED131442	EA008858	ED131539	EC091849	ED131636
CS003044	ED131443	EA008859	ED131540	EC091850	ED131637
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CS003051	ED131450	EA008866	ED131547	EC091857	ED131644
CS003052	ED131451	EA008867	ED131548	EC091912	ED131645
CS003054	ED131452	EA008868	ED131549	EC091913	ED131646
CS003055	ED131453	EA008869	ED131550	EC091914	ED131647

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<b>EC091915</b>	<b>ED131648</b>	<b>HE008318</b>	<b>ED131744</b>	<b>IR004223</b>	<b>ED131841</b>
<b>EC091916</b>	<b>ED131649</b>	<b>HE008319</b>	<b>ED131745</b>	<b>IR004224</b>	<b>ED131842</b>
<b>EC091917</b>	<b>ED131650</b>	<b>HE008324</b>	<b>ED131746</b>	<b>IR004225</b>	<b>ED131843//</b>
<b>EC091918</b>	<b>ED131651</b>	<b>HE008325</b>	<b>ED131747</b>	<b>IR004226</b>	<b>ED131844</b>
<b>EC091919</b>	<b>ED131652</b>	<b>HE008326</b>	<b>ED131748</b>	<b>IR004227</b>	<b>ED131845</b>
<b>EC091950</b>	<b>ED131653</b>	<b>HE008330</b>	<b>ED131749</b>	<b>IR004229</b>	<b>ED131846</b>
<b>EC091951</b>	<b>ED131654</b>	<b>HE008339</b>	<b>ED131750//</b>	<b>IR004230</b>	<b>ED131847</b>
<b>EC091953</b>	<b>ED131655</b>	<b>HE008342</b>	<b>ED131751</b>	<b>IR004231</b>	<b>ED131848</b>
<b>FL008057</b>	<b>ED131656</b>	<b>HE008346</b>	<b>ED131752</b>	<b>IR004232</b>	<b>ED131849</b>
<b>FL008060</b>	<b>ED131657</b>	<b>HE008351</b>	<b>ED131753</b>	<b>IR004233</b>	<b>ED131850</b>
<b>FL008062</b>	<b>ED131658</b>	<b>HE008352</b>	<b>ED131754</b>	<b>IR004234</b>	<b>ED131851</b>
<b>FL008064</b>	<b>ED131659//</b>	<b>HE008358</b>	<b>ED131755</b>	<b>IR004235</b>	<b>ED131852//</b>
<b>FL008065</b>	<b>ED131660//</b>	<b>HE008361</b>	<b>ED131756</b>	<b>IR004236</b>	<b>ED131853</b>
<b>FL008066</b>	<b>ED131661//</b>	<b>HE008369</b>	<b>ED131757</b>	<b>IR004237</b>	<b>ED131854</b>
<b>FL008067</b>	<b>ED131662//</b>	<b>HE008371</b>	<b>ED131758</b>	<b>IR004238</b>	<b>ED131855</b>
<b>FL008068</b>	<b>ED131663//</b>	<b>HE008373</b>	<b>ED131759</b>	<b>IR004239</b>	<b>ED131856</b>
<b>FL008069</b>	<b>ED131664//</b>	<b>HE008375</b>	<b>ED131760</b>	<b>IR004241</b>	<b>ED131857</b>
<b>FL008070</b>	<b>ED131665//</b>	<b>HE008376</b>	<b>ED131761</b>	<b>IR004242</b>	<b>ED131858</b>
<b>FL008071</b>	<b>ED131666//</b>	<b>HE008377</b>	<b>ED131762</b>	<b>IR004243</b>	<b>ED131859</b>
<b>FL008072</b>	<b>ED131667//</b>	<b>HE008378</b>	<b>ED131763</b>	<b>IR004244</b>	<b>ED131860</b>
<b>FL008073</b>	<b>ED131668//</b>	<b>HE008379</b>	<b>ED131764</b>	<b>IR004245</b>	<b>ED131861</b>
<b>FL008074</b>	<b>ED131669//</b>	<b>HE008380</b>	<b>ED131765</b>	<b>IR004246</b>	<b>ED131862</b>
<b>FL008075</b>	<b>ED131670//</b>	<b>HE008381</b>	<b>ED131766</b>	<b>IR004247</b>	<b>ED131863</b>
<b>FL008076</b>	<b>ED131671//</b>	<b>HE008382</b>	<b>ED131767</b>	<b>IR004248</b>	<b>ED131864</b>
<b>FL008077</b>	<b>ED131672//</b>	<b>HE008383</b>	<b>ED131768</b>	<b>IR004250</b>	<b>ED131865</b>
<b>FL008078</b>	<b>ED131673//</b>	<b>HE008385</b>	<b>ED131769</b>	<b>IR004251</b>	<b>ED131866</b>
<b>FL008079</b>	<b>ED131674//</b>	<b>HE008386</b>	<b>ED131770</b>	<b>IR004252</b>	<b>ED131867</b>
<b>FL008080</b>	<b>ED131675//</b>	<b>HE008388</b>	<b>ED131772</b>	<b>IR004270</b>	<b>ED131868</b>
<b>FL008081</b>	<b>ED131676//</b>	<b>HE008389</b>	<b>ED131773</b>	<b>JC760420</b>	<b>ED131869</b>
<b>FL008082</b>	<b>ED131677</b>	<b>HE008390</b>	<b>ED131774</b>	<b>JC760619</b>	<b>ED131870</b>
<b>FL008084</b>	<b>ED131678</b>	<b>HE008391</b>	<b>ED131775</b>	<b>JC760628</b>	<b>ED131871</b>
<b>FL008092</b>	<b>ED131679</b>	<b>HE008393</b>	<b>ED131776</b>	<b>JC760632</b>	<b>ED131872</b>
<b>FL008111</b>	<b>ED131680</b>	<b>HE008394</b>	<b>ED131777</b>	<b>JC760633</b>	<b>ED131873</b>
<b>FL008119</b>	<b>ED131681</b>	<b>HE008395</b>	<b>ED131778</b>	<b>JC760634</b>	<b>ED131874</b>
<b>FL008120</b>	<b>ED131682</b>	<b>HE008396</b>	<b>ED131779</b>	<b>JC760635</b>	<b>ED131875</b>
<b>FL008121</b>	<b>ED131683</b>	<b>HE008397</b>	<b>ED131780</b>	<b>JC760636</b>	<b>ED131876</b>
<b>FL008122</b>	<b>ED131684</b>	<b>HE008400</b>	<b>ED131781</b>	<b>JC760637</b>	<b>ED131877</b>
<b>FL008126</b>	<b>ED131685</b>	<b>HE008401</b>	<b>ED131782</b>	<b>JC760638</b>	<b>ED131878</b>
<b>FL008127</b>	<b>ED131686</b>	<b>HE008402</b>	<b>ED131783</b>	<b>JC760639</b>	<b>ED131879</b>
<b>FL008128</b>	<b>ED131687</b>	<b>HE008403</b>	<b>ED131784</b>	<b>JC760640</b>	<b>ED131880</b>
<b>FL008129</b>	<b>ED131688</b>	<b>HE008404</b>	<b>ED131785</b>	<b>JC760641</b>	<b>ED131881</b>
<b>FL008130</b>	<b>ED131689</b>	<b>HE008405</b>	<b>ED131786</b>	<b>JC760642</b>	<b>ED131882</b>
<b>FL008139</b>	<b>ED131690</b>	<b>HE008406</b>	<b>ED131787</b>	<b>JC760643</b>	<b>ED131883</b>
<b>FL008145</b>	<b>ED131691</b>	<b>HE008407</b>	<b>ED131788</b>	<b>JC760644</b>	<b>ED131884</b>
<b>FL008146</b>	<b>ED131692</b>	<b>HE008408</b>	<b>ED131789</b>	<b>JC760645</b>	<b>ED131885</b>
<b>FL008147</b>	<b>ED131693</b>	<b>HE008409</b>	<b>ED131790</b>	<b>JC760646</b>	<b>ED131886</b>
<b>FL008148</b>	<b>ED131694</b>	<b>HE008410</b>	<b>ED131791</b>	<b>JC760647</b>	<b>ED131887</b>
<b>FL008149</b>	<b>ED131695</b>	<b>HE008411</b>	<b>ED131792</b>	<b>JC760648</b>	<b>ED131888</b>
<b>FL008150</b>	<b>ED131696</b>	<b>HE008412</b>	<b>ED131793</b>	<b>JC760649</b>	<b>ED131889</b>
<b>FL008152</b>	<b>ED131697</b>	<b>HE008413</b>	<b>ED131794</b>	<b>JC760650</b>	<b>ED131890</b>
<b>FL008158</b>	<b>ED131698</b>	<b>HE008414</b>	<b>ED131795</b>	<b>JC770001</b>	<b>ED131891</b>
<b>FL008159</b>	<b>ED131699</b>	<b>HE008415</b>	<b>ED131796</b>	<b>JC770002</b>	<b>ED131892</b>
<b>FL008160</b>	<b>ED131700</b>	<b>HE008416</b>	<b>ED131797</b>	<b>JC770003</b>	<b>ED131893</b>
<b>FL008162</b>	<b>ED131701</b>	<b>HE008417</b>	<b>ED131798</b>	<b>JC770004</b>	<b>ED131894</b>
<b>FL008163</b>	<b>ED131702</b>	<b>HE008418</b>	<b>ED131799</b>	<b>JC770005</b>	<b>ED131895//</b>
<b>FL008164</b>	<b>ED131703</b>	<b>HE008419</b>	<b>ED131800</b>	<b>JC770006</b>	<b>ED131896</b>
<b>FL008165</b>	<b>ED131704</b>	<b>HE008421</b>	<b>ED131801</b>	<b>JC770007</b>	<b>ED131897</b>
<b>FL008166</b>	<b>ED131705</b>	<b>HE008422</b>	<b>ED131802</b>	<b>JC770008</b>	<b>ED131898</b>
<b>FL008167</b>	<b>ED131706</b>	<b>HE008423</b>	<b>ED131803</b>	<b>JC770009</b>	<b>ED131899</b>
<b>FL008168</b>	<b>ED131707</b>	<b>HE008425</b>	<b>ED131804</b>	<b>JC770010</b>	<b>ED131900</b>
<b>FL008169</b>	<b>ED131708</b>	<b>HE008427</b>	<b>ED131805</b>	<b>JC770011</b>	<b>ED131901</b>
<b>FL008170</b>	<b>ED131709</b>	<b>HE008428</b>	<b>ED131806</b>	<b>JC770012</b>	<b>ED131902</b>
<b>FL008171</b>	<b>ED131710</b>	<b>HE008433</b>	<b>ED131807</b>	<b>JC770013</b>	<b>ED131903</b>
<b>FL008172</b>	<b>ED131711</b>	<b>HE008434</b>	<b>ED131808</b>	<b>JC770014</b>	<b>ED131904</b>
<b>FL008173</b>	<b>ED131712</b>	<b>HE008435</b>	<b>ED131809</b>	<b>JC770015</b>	<b>ED131905</b>
<b>FL008174</b>	<b>ED131713</b>	<b>HE008437</b>	<b>ED131810</b>	<b>JC770016</b>	<b>ED131906</b>
<b>FL008193</b>	<b>ED131714</b>	<b>HE008442</b>	<b>ED131811</b>	<b>JC770017</b>	<b>ED131907</b>
<b>FL008194</b>	<b>ED131715</b>	<b>HE008443</b>	<b>ED131812</b>	<b>JC770018</b>	<b>ED131908</b>
<b>FL008201</b>	<b>ED131716</b>	<b>HE008445</b>	<b>ED131813</b>	<b>JC770019</b>	<b>ED131909</b>
<b>FL008202</b>	<b>ED131717</b>	<b>HE008446</b>	<b>ED131814</b>	<b>JC770020</b>	<b>ED131910</b>
<b>FL008203</b>	<b>ED131718</b>	<b>HE008448</b>	<b>ED131815</b>	<b>PS008560</b>	<b>ED131911</b>
<b>FL008206</b>	<b>ED131719</b>	<b>HE008449</b>	<b>ED131816</b>	<b>PS008837</b>	<b>ED131912</b>
<b>FL008209</b>	<b>ED131720</b>	<b>HE008450</b>	<b>ED131817</b>	<b>PS008844</b>	<b>ED131913</b>
<b>FL008210</b>	<b>ED131721</b>	<b>HE008451</b>	<b>ED131818</b>	<b>PS008855</b>	<b>ED131914</b>
<b>FL008212</b>	<b>ED131722</b>	<b>HE008453</b>	<b>ED131819</b>	<b>PS008861</b>	<b>ED131915</b>
<b>FL008214</b>	<b>ED131723</b>	<b>HE008454</b>	<b>ED131820</b>	<b>PS008896</b>	<b>ED131916</b>
<b>FL008219</b>	<b>ED131724</b>	<b>HE008457</b>	<b>ED131821</b>	<b>PS008902</b>	<b>ED131917//</b>
<b>FL008220</b>	<b>ED131725</b>	<b>HE008458</b>	<b>ED131822</b>	<b>PS008911</b>	<b>ED131918</b>
<b>FL008222</b>	<b>ED131726</b>	<b>HE008460</b>	<b>ED131823</b>	<b>PS008919</b>	<b>ED131919</b>
<b>FL008223</b>	<b>ED131727</b>	<b>HE008461</b>	<b>ED131824</b>	<b>PS008921</b>	<b>ED131920</b>
<b>FL008224</b>	<b>ED131728</b>			<b>PS008922</b>	<b>ED131921</b>
<b>FL008230</b>	<b>ED131729</b>	<b>IR004143</b>	<b>ED131825</b>	<b>PS008924</b>	<b>ED131922</b>
<b>FL008231</b>	<b>ED131730</b>	<b>IR004160</b>	<b>ED131826</b>	<b>PS008925</b>	<b>ED131923</b>
<b>FL008232</b>	<b>ED131731</b>	<b>IR004177</b>	<b>ED131827</b>	<b>PS008928</b>	<b>ED131924</b>
<b>FL008234</b>	<b>ED131732</b>	<b>IR004178</b>	<b>ED131828</b>	<b>PS008933</b>	<b>ED131925</b>
<b>FL008235</b>	<b>ED131733</b>	<b>IR004179</b>	<b>ED131829</b>	<b>PS008944</b>	<b>ED131926</b>
<b>FL008238</b>	<b>ED131734</b>	<b>IR004180</b>	<b>ED131830</b>	<b>PS008945</b>	<b>ED131927</b>
		<b>IR004181</b>	<b>ED131831</b>	<b>PS008947</b>	<b>ED131928</b>
<b>HE007689</b>	<b>ED131735</b>	<b>IR004182</b>	<b>ED131832</b>	<b>PS008948</b>	<b>ED131929</b>
<b>HE008198</b>	<b>ED131736</b>	<b>IR004183</b>	<b>ED131833</b>	<b>PS008949</b>	<b>ED131930</b>
<b>HE008236</b>	<b>ED131737</b>	<b>IR004195</b>	<b>ED131834</b>	<b>PS008950</b>	<b>ED131931</b>
<b>HE008291</b>	<b>ED131738</b>	<b>IR004206</b>	<b>ED131835</b>	<b>PS008951</b>	<b>ED131932</b>
<b>HE008295</b>	<b>ED131739</b>	<b>IR004207</b>	<b>ED131836</b>	<b>PS008952</b>	<b>ED131933</b>
<b>HE008300</b>	<b>ED131740</b>	<b>IR004208</b>	<b>ED131837</b>	<b>PS008953</b>	<b>ED131934</b>
<b>HE008312</b>	<b>ED131741</b>	<b>IR004209</b>	<b>ED131838</b>	<b>PS008955</b>	<b>ED131935</b>
<b>HE008315</b>	<b>ED131742</b>	<b>IR004212</b>	<b>ED131839</b>	<b>PS008956</b>	<b>ED131936</b>
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<b>ENLISTED PERSONNEL</b>	<b>May 1976</b>	attainment of the professional degree, leading to eligibility for certification in a specialty.	<b>INTERNATIONAL EDUCATIONAL EXCHANGE</b>	<b>Jul 1976</b>	
(Replaces old term ENLISTED MEN.)			SN Exchange among nations of instructional materials, techniques, students, teachers, and technicians for purposes of sharing knowledge and furthering international understanding.		
<b>Enlisted Women</b>		UF Internships (Medical) Residency Programs (Medical)			
<b>USE ENLISTED PERSONNEL</b>					
<b>Equity (Impartiality)</b>		<b>GRADUATE MEDICAL STUDENTS</b>	<b>Jul 1976</b>	<b>INTERNATIONAL RELATIONS</b>	<b>Jul 1976</b>
<b>USE JUSTICE</b>		SN Graduates of medical schools with professional degrees preparing for certification as specialists.	(Replaces old term FOREIGN RELATIONS.)		
<b>ESKIMO ALEUT LANGUAGES</b>	<b>Sep 1975</b>	UF Fellows (Medical) Interns (Medical) Physicians in Training Residents (Medical)	SN Relations among political units of national rank—also, a field of study (often considered as a branch of political science) dealing primarily with foreign policies, the organization and function of governmental agencies concerned with foreign policy, and the factors (as geography and economics) underlying foreign policy.		
<b>UF Aleut</b>					
<b>Exemplary Programs</b>		<b>HAWAIIANS</b>	<b>Mar 1976</b>	<b>INTERNATIONAL STUDIES</b>	<b>Jul 1976</b>
<b>USE DEMONSTRATION PROGRAMS</b>		SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Hawaiian Islands.	SN Multidisciplinary field of inquiry concerned with analyzing social phenomena that occur within, between, and transcending nationally organized politics—commonly identified subfields are "international politics," "foreign policy," "international law," "international organization," "international economics," and "comparative area studies."		
<b>Exemplary Projects</b>					
<b>USE DEMONSTRATION PROJECTS</b>					
<b>EXPERIMENTER CHARACTERISTICS</b>		<b>HEAT RECOVERY</b>	<b>Oct 1976</b>	<b>JOB ENRICHMENT</b>	<b>Feb 1976</b>
	<b>May 1976</b>	SN Transfer of excess heat generated by people, lighting, equipment, and other sources into either heating or cooling systems as required.	SN Reshaping of work and work flow to produce more meaningful job content.		
<b>SN Distinguishing traits or qualities of an experimenter which may influence experimental results.</b>			UF Work Enrichment		
<b>Faculty Advancement</b>		<b>HYPERTENSION</b>	<b>Nov 1975</b>	<b>JOB SEARCH METHODS</b>	<b>Dec 1976</b>
<b>USE FACULTY PROMOTION</b>		UF High Blood Pressure	SN Procedures preceding job application whereby employment opportunities are determined.		
<b>Faculty Load</b>				<b>LABELING (OF PERSONS)</b>	<b>Sep 1975</b>
<b>USE FACULTY WORKLOAD</b>		<b>ILLEGAL IMMIGRANTS</b>	<b>Mar 1976</b>	SN Designating a special, complex attribute (handicap, disadvantage, etc.) of an individual or group by a simplistic word or phrase (label), which may intentionally or inadvertently connote status and, perhaps, stigma.	
<b>FACULTY WORKLOAD</b>	<b>Oct 1976</b>	SN Aliens who are illegally resident in a foreign country, having overstayed their authorized period of stay or having entered that country by unlawful or unauthorized means.		<b>LANGUAGE ATTITUDES</b>	<b>Mar 1976</b>
SN The sum of all activities which take the time of the teacher or other faculty member and which are related either directly or indirectly to professional duties, responsibilities, and interests (Note: Prior to Oct 1976, the instruction "Faculty Load, use Teaching Load" was carried in the Thesaurus).		UF Alien Illegality Illegal Aliens Immigrant Illegality	SN Reactions, beliefs, or values about language and language use.		
<b>FIELD HOCKEY</b>	<b>Dec 1975</b>	<b>INCOME CONTINGENT LOANS</b>	<b>Jul 1976</b>	<b>LANGUAGE OF INSTRUCTION</b>	<b>Mar 1976</b>
		SN Loans for which repayment is based on a percentage of future annual income.	SN Language in which curriculum subjects are presented.		
<b>FILM CRITICISM</b>	<b>May 1976</b>	UF Deferred Tuition Tuition Postponement	UF Instructional Language Medium of Instruction (Language) Teaching Language		
SN Act and art of analyzing and judging the quality of films.		<b>INDOCHINESE</b>	<b>Mar 1976</b>	<b>LEARNING MODULES</b>	<b>Oct 1976</b>
<b>FILMOGRAPHIES</b>	<b>May 1976</b>	UF Cambodian Americans Laotian Americans Vietnamese Americans	SN Packets of teaching materials, each consisting of behavioral objectives, a rationale for the behavior, a sequence of		
SN Lists of films, sometimes including other media and/or commentary.					
<b>UF Film Lists</b>		<b>Information Processes (Psychological)</b>			
<b>Folklore</b>		USE COGNITIVE PROCESSES			
<b>USE FOLK CULTURE</b>					
<b>FOOTBALL</b>	<b>Dec 1975</b>	<b>INSTITUTIONALIZED PERSONS</b>	<b>May 1976</b>		
		(Replaces old term INSTITUTIONALIZED (PERSONS).)			
<b>GERONTOLOGY</b>	<b>Jul 1976</b>	<b>INSTRUCTIONAL STUDENT COSTS</b>			
SN Scientific study of aging and problems of the aged.					
<b>GRADUATE MEDICAL EDUCATION</b>		SN Costs incurred by students for formal instruction—includes tuition, laboratory fees, and other fees paid by students specifically for instructional purposes.			
	<b>Jul 1976</b>				
SN Medical education beyond the undergraduate medical school and the					

	learning activities, and provisions for evaluation, with provisions for remediation generally included.	UF	Health Care Evaluation Patient Care Evaluation	Medical Audit	Population Movements USE MIGRATION
UF	Learning Kits Learning Packages Modular Learning		Multicultural Training USE CROSS CULTURAL TRAINING		Population Shifts USE MIGRATION
<b>LEGAL ASSISTANTS</b>	<b>Dec 1976</b>		Multiethnic Training USE CROSS CULTURAL TRAINING		<b>PORTUGUESE AMERICANS</b> Mar 1976
SN	Trained paraprofessionals who, under a lawyer's supervision or on legal authorization, perform certain legal activities traditionally carried out only by lawyers.		NEEDS ASSESSMENT	Feb 1976	<b>PRETEND PLAY</b> May 1976
UF	Paralegals		SN Evaluative process of determining needs and deciding on priorities among them.		SN A form of play behavior characterized by activities involving familiar and well-practiced behaviors detached from their customary context.
<b>LIBRARY ADMINISTRATION</b>	<b>Sep 1975</b>		Nonbook Materials USE AUDIOVISUAL AIDS		UF Fantasy Play Make Believe Play
	UF Library Management				
<b>LIFE CYCLE COSTING</b>	<b>Oct 1976</b>				<b>PROSOCIAL BEHAVIOR</b> May 1976
SN	Calculation of initial facility or equipment costs, plus operation and maintenance expenses (including energy and replacement costs) for life expectancy of the facility or equipment.		NONINSTRUCTIONAL STUDENT COSTS	Dec 1975	SN Socially valued or positive social actions which are generally supportive of others within the existing social system.
UF	Life Costs (Facilities and Equipment)		SN Costs met by students that are not instructional costs (tuition, etc.) but are necessary in the pursuit of an education—includes room and board, transportation expenses, book costs, personal expenses, forgone income, etc.		
<b>LIFETIME SPORTS</b>	<b>Dec 1975</b>		Nonprint Materials USE AUDIOVISUAL AIDS		<b>Prosodic Features (Speech)</b> USE SUPRASEGMENTALS
SN	Sports where participation can be carried on throughout one's lifetime—generally includes (but is not necessarily limited to) a variety of individual and dual sports for which facilities are widely available, and body contact is limited or unnecessary.		Nonprint Media USE AUDIOVISUAL AIDS		<b>Prosynd (Literary)</b> USE VERSIFICATION
<b>LINGUISTIC BORROWING</b>	<b>Oct 1976</b>				<b>RAPE</b> Sep 1975
SN	Process whereby one language absorbs words and expressions, and possibly sounds and grammatical forms, from another language and adapts them to its own use.		ORAL HISTORY	Feb 1976	UF Statutory Rape
UF	Loan Words Phonological Borrowing Syntactic Borrowing Word Borrowing		SN History via recordings and transcripts of speech.		
<b>Mainstreaming</b>					<b>Readings (Collections)</b> USE ANTHOLOGIES
USE REGULAR CLASS PLACEMENT					<b>Resegregated Schools</b> USE SCHOOL SEGREGATION
<b>MASTERY LEARNING</b>	<b>Dec 1976</b>				<b>REVERSE DISCRIMINATION</b> Dec 1976
SN	Strategy characterized by: the definition of learning objectives and expected achievement level; a design that permits as many students as possible to achieve objectives to specified level; and the assignment of grades based on achievement of objectives at specified level.				SN Preferential treatment of groups of people who had previously been discriminated against, to the exclusion of other groups.
<b>MASTERY TESTS</b>	<b>Dec 1976</b>				<b>RURAL TO URBAN MIGRATION</b> Oct 1976
SN	Tests used to place individuals into two distinct groups: those who have clearly reached a predetermined standard of competency and those who have not.				(Replaces old term URBAN IMMIGRATION.)
<b>MEDICAL CARE EVALUATION</b>	<b>Dec 1976</b>				SN Population movement from rural areas to urban areas for purpose of relocation.
SN	Measurement of the quality of health care.				
					<b>SAMOAN AMERICANS</b> Mar 1976
					SN Asian Americans of Polynesian or part-Polynesian ancestry indigenous to the Samoan Islands.
					UF American Samoans
					<b>School Employees</b> USE SCHOOL PERSONNEL
					<b>School Resegregation</b> USE SCHOOL SEGREGATION
					<b>Schools Within a School Plan</b> USE HOUSE PLAN
					<b>SOCER</b> Dec 1975

<b>SOCIAL INDICATORS</b>	<b>Oct 1976</b>	<b>STUDENT RECRUITMENT</b>	<b>Feb 1976</b>	<b>URBAN TO SUBURBAN MIGRATION</b>	<b>Oct 1976</b>
SN Output-oriented measures of individuals and groups that reflect quality of life.		SN Activity designed to encourage students or potential students to enroll in a particular program, course, or class, or at a particular institution.		SN Population movement from urban areas to suburban areas for purpose of relocation	
<b>Social Science Methodology</b>				<b>VOLLEYBALL</b>	<b>Dec 1975</b>
USE RESEARCH METHODOLOGY ( <i>and</i> ) SOCIAL SCIENCE RESEARCH				WELSH	Sep 1975
<b>SOCIAL SCIENCE RESEARCH</b>	<b>Sep 1975</b>	SN Application of the systems approach to construction, normally resulting in the organization of programming, planning, design, financing, manufacturing, construction, and evaluation of buildings under single or highly coordinated management into an efficient total process.	<b>Dec 1976</b>	SN The Celtic language of Wales.	
<b>SOFTBALL</b>	<b>Dec 1975</b>			<b>WIDOWED</b>	<b>Nov 1975</b>
<b>STRESS (PHONOLOGY)</b>	<b>Mar 1976</b>			SN Widows and widowers.	
<b>STUDENT EVALUATION OF TEACHER PERFORMANCE</b>	<b>May 1976</b>	SN Population movement from urban areas to rural areas for purpose of relocation.	<b>Oct 1976</b>	<b>WORK SAMPLE TESTS</b>	<b>Dec 1976</b>
SN Student involvement in judging, rating, or assessing the quality of teacher performance or competence.				SN Use of job tasks, either real or simulated, to ascertain the possession of needed skills for specific jobs and as diagnostic tools in the evaluation of vocational rehabilitation clients.	
<b>STUDENT FINANCIAL AID</b>	<b>Mar 1976</b>			UF Job Samples Job Sample Tests Work Samples	
UF Student Aid					

## Other ERIC Products

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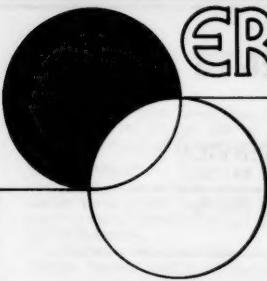
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